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NEA REPORTER

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Consumer Advocate Ralph Nader

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Teachers and Citizens Protest

THE TESTING RIPOFF

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PTA Former National Secretary Anne Kahn

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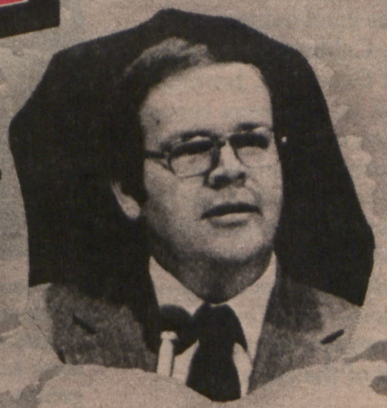
NEA Executive Director Terry Herndon



"Perhaps 90 million lives are affected by data collected by the Educational Testing Service."

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Thousands of NEA Teachers Demand Iran Free Hostages

WASHINGTON, D.C.—At the urging of the NEA, thousands of teachers around the nation have been sending letters and mailgrams protesting Iran's capture of American diplomats and demanding freedom for them.

The campaign was initiated at a televised news conference held here by NEA Executive Director Terry Herndon on November 30. He said the mail is necessary because "it is apparent that one factor . . . that continues to fuel the Ayatollah's message of hate is his belief that American citizens do not support the actions of our government."

By mid-December, the Iranian Mission in New York (622 3rd Avenue, 34th Floor, New York, NY 10017) admitted it had received some 40,000 letters and more than 2,000 mailgrams.

Herndon acknowledged that a letter-writing campaign, by itself, will not solve the current crisis. But it is essential to communicate the mass resolve of Americans in order to reach a peaceful solution to the situation, he said.

Herndon also explained that the NEA, through its state affiliates and other organizational units, is encouraging the active participation of its huge membership of teachers and others in an effort aimed at all levels and sections of the American society.

"We ask the respected opinion leaders in every community in America to encourage others to write to the Iranian Mission," he said. "We urge students of all ages, corporations, senior citizens, doctors and lawyers, our brothers and sisters in other unions, taxi drivers, homemakers, salespersons—everyone who cares in this nation—to give a few minutes' time to make sure that Iran learns, beyond any doubt or question, that Americans will not tolerate the continuation of this atrocity and that we demand the return of our fellow citizens to their homes and families—now," Herndon concluded.

NEA Resolution H79-92. Human Rights

The National Education Association believes that the governments of all nations must respect and protect the basic human and civil rights of every individual. The Association deplores the use of any action that limits or prohibits the free and responsible exercise of these rights. It calls on the world community of educators to lead in the effort to prevent any encroachment on basic civil and human rights.

The Association deplores the taking of human life in the name of political statement and stands opposed to terrorism, piracy, or any like act that endangers human life.

NEA Teachers Celebrate The New Department of Education

Hundreds of NEA teacher-leaders came to Washington, D.C., in December to celebrate the establishment of the new Cabinet-level Department of Education. Joining the NEA leaders were representatives of the Carter Administration—including James McIntyre, director of the Office of Management and Budget, and Shirley Hufstedler, the Secretary of Education—and Congressional representatives from all parts of the country.

"All teachers should have the comfort of knowing that when they face difficulties, there is somebody up here who cares and has a voice in Washington and at the Cabinet table—who wants to listen to what they have to say," Secretary of Education Shirley Hufstedler tells the NEA group. At right is NEA President Willard McGuire.

Massachusetts Congressman Robert F. Drinan (in clerical collar) joins teacher-leaders from New England during the Department of Education celebration.

Secretary of Education Hufstedler (second from left) talks with NEA California legislative contacts (from left) Roger Schriefer, Joan Acosta, Max McCurry, and Vi Schriefer.

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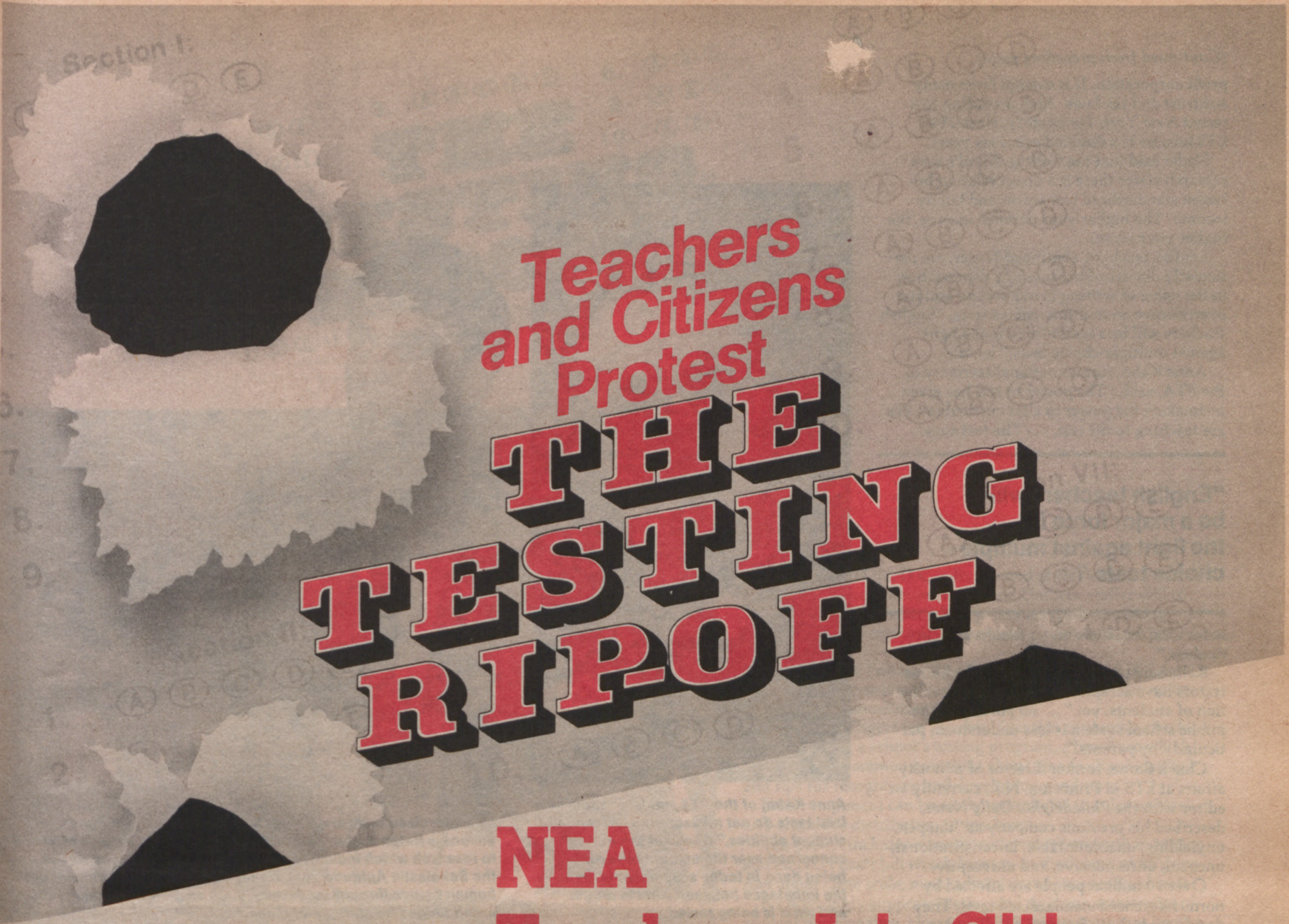

Teachers and Citizens Protest THE TESTING RIPOFF

NEA Teachers Join Citizens Groups in Drive for Truth in Testing

"We need information," said NEA Executive Director Terry Herndon. "Perhaps 90 million lives are affected by data collected by the Educational Testing Service." Herndon appeared at the conference on standardized testing reform.

WASHINGTON, D.C.—"The Educational Testing Service reminds me somewhat of the armament manufacturers who say guns don't kill people, people do," said NEA Executive Director Terry Herndon. "Test-makers say abuses may exist, but it's not their fault. Perhaps that would be understandable in a profit-making organization, but not in those who cloak themselves in the aura of educational institutions," he continued.

Herndon spoke to some 200 people last fall, including representatives of NEA, the National PTA, Public Interest Research Groups, the NAACP, and Ralph Nader's Center for Responsive Law. The organizations met at NEA Center here for a conference sponsored by the Center for the Study of Education and Politics, on "Testing Reform: Strategies for the 1980's." The participants called for national legislation to require test manufacturers to disclose information concerning test validity, reliability, and cultural bias.

"The federal law is based on the New York and California laws which open testing institutions to public scrutiny. . . ."

Six days of hearings were held in the last Congressional session on a federal "Truth-in-Testing" bill, sponsored by Representatives Ted Weiss (D-NY), Shirley Chisholm (D-NY), and George Miller (D-Cal). The federal law is based on the New York and California laws which open testing institutions to public scrutiny in those states.

Ralph Nader, in his address to the conference, told the audience: "Parents, students, and many other segments of American society are seriously concerned about the enormous, unchecked power wielded by the Educational Testing Service, the College Board, and other testing companies."

Nader said ETS has the power to define a person's potential, the power to decide what a person needs to advance through society, and the power to create and deny opportunity.

"ETS is an unavoidable fact of life. Consumers are compelled to pay for their tests."

ETS has "meant an end to the Horatio Alger period in America."

"ETS is an unavoidable fact of life," said Nader. "Consumers are compelled to pay for their tests."

ETS, a $94 million-a-year business, is a non-

(Continued on next page)

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profit corporation. It is exempt from many antitrust and tax laws. And, according to a recent *New York Times* story, since 1947 ETS income has doubled every six years.

Nader said that the College Board's own research states there is a direct relation between standardized test scores and family income: The higher your parents' income, the higher your score.

English teachers, continued Nader, are particularly disturbed because of a depreciation in the value of writing in our society and the overreliance on multiple-choice tests. "English teachers will be a major force in the fight against multiple-choice tests," he said.

Anne Kahn, former national secretary of the PTA, said, "The power to test has given testmakers the power to alter curriculum. We are teaching to the test. . . The test supersedes local decisions on textbooks and curriculum."

"English teachers will be a major force in the fight against multiple-choice tests."

Kahn said parents, teachers, and administrators have accepted a sole route for evaluation of students, yet ". . . no portion of the public school system is less understood, particularly by parents."

Chuck Stone, former director of minority affairs at ETS in Princeton, N.J., currently an editor with the *Philadelphia Daily News*, described his previous company as "unopen, unyielding, unaccountable, unconstitutional, unequal, unresponsive, and unreceptive."

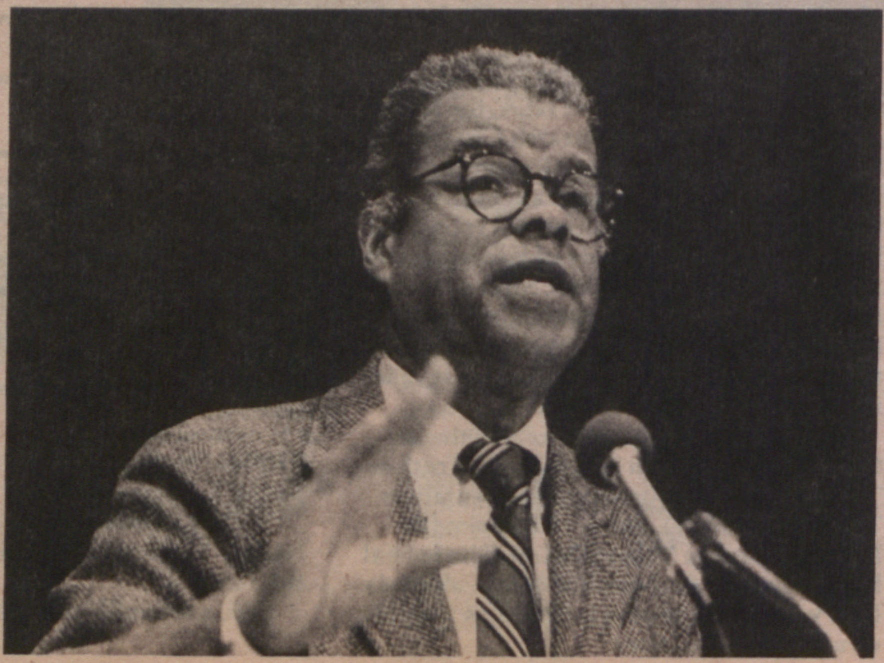
Over 90 million people are affected by norm-referenced standardized tests. They decide everything from who is placed in classes for the mentally retarded, who gets into college, who can become a teacher or a lawyer, to whose children can get scholarships.

The test-makers say, "Trust us." Teachers and their allies at this conference said, "End the secrecy . . . Make the test companies open and accountable."

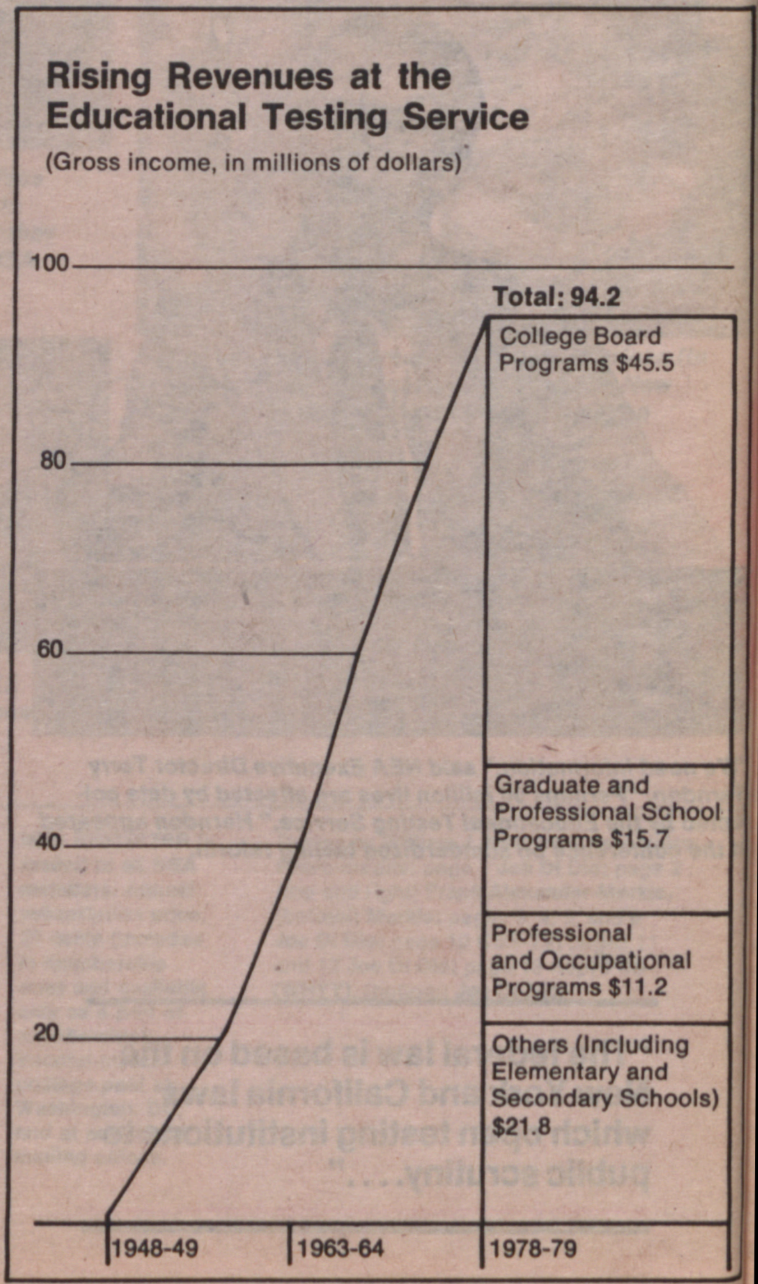
Anne Kahn, of the PTA, said, "Standardized tests do not measure the full range of student abilities." She said the PTA is concerned over the amount of testing being done in today's classrooms, and the imbalance between what is taught and what is being tested.

"Standardized tests are eminently crammable," said consumer advocate Ralph Nader, "in more ways than one." He was referring to research which indicates private coaching improves scores on the Scholastic Aptitude Test. Nader continued, "The traits of great human beings throughout history, such as creativity and idealism, aren't judged by multiple-choice tests."

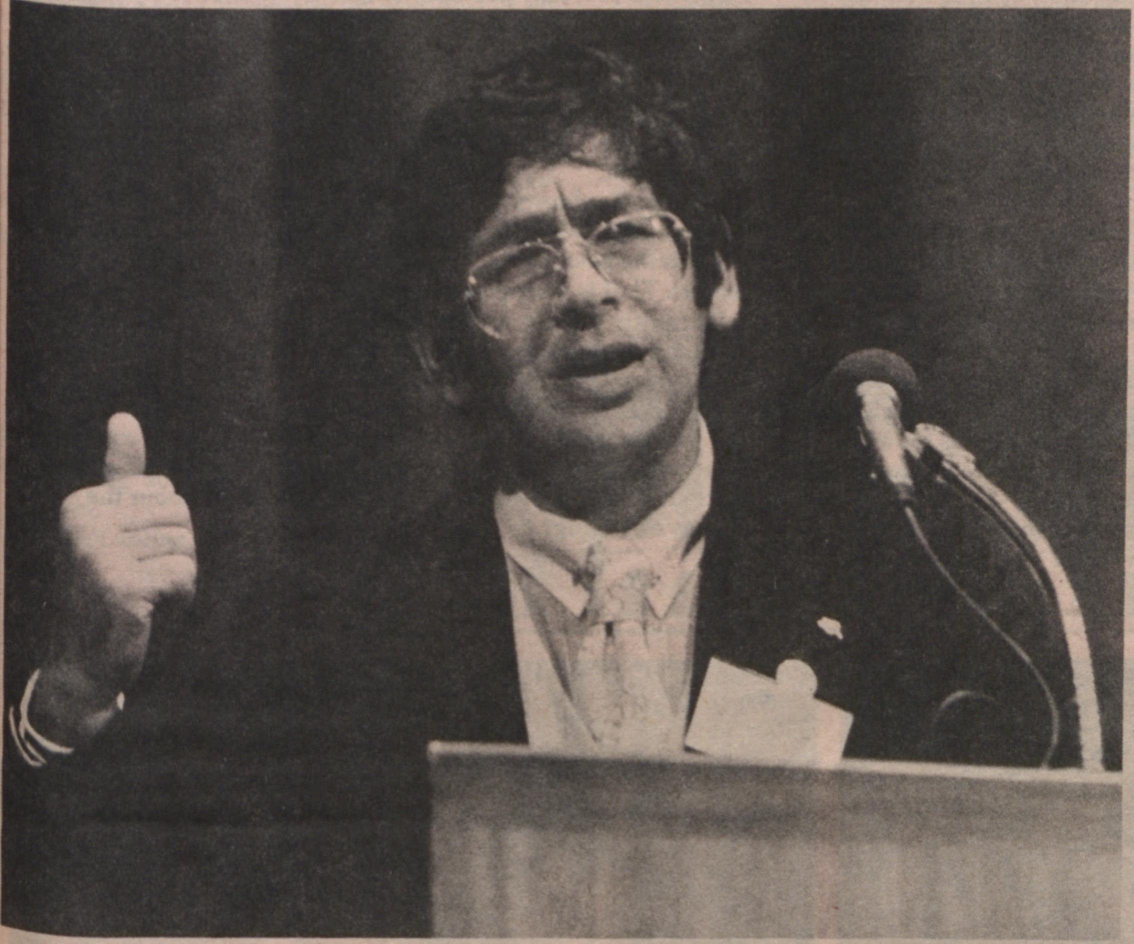
NAACP representative Gerta Steele said the civil rights group will testify this spring for a truth-in-testing law. Since its 1976 convention the NAACP has asked for consumer advocacy regarding the use and misuse of standardized tests.



Chuck Stone, former ETS director of minority affairs, said, "ETS is like the mafia. It makes 10 million students an offer they can't refuse."



THE TESTING RIP-OFF



"Let your representatives in the House and the Senate know how you feel about the issue of truth in testing," said Rep. Ted Weiss (D-NY). "This is not just an academic exercise. We're talking about millions and millions of people whose lives are affected."

Testing Kits Go to Local Leaders

WASHINGTON, D.C.—By the end of this month every NEA local Association president and UniServ staffer will receive an information kit which promotes truth-in-testing legislation and community awareness of standardized test abuses.

Standardized Testing: The Frustrating System that Traps Our Students was produced by NEA Communications to be used for local association programs.

A "Testing Digest for Teachers" section contains a checklist for judging a school's testing program, a brochure which helps answer common questions about standardized testing, and tips for recognizing and developing good tests.

Each component can be easily reproduced in color or black-and-white for distribution to teachers.

The packet includes a position statement on truth in testing and an NEA draft bill which focuses on disclosure of information about large scale, mass-administered standardized tests.

NEA strongly supports testing and rigorous assessment of student performance. However, NEA rejects tests that emphasize competition against a norm rather than educational goals.

To reach the community, local associations get ideas for publicizing the issue of standardized testing abuse through a sample speech, a news release, an editorial, and radio and print advertisements.

Additional resources included in the kit are a commentary by consumer advocate Ralph Nader, article reprints from the *New Jersey Monthly* and the *New York Times*, and an annotated bibliography of other materials on standardized tests.

In the kit's opening letter, NEA President Willard McGuire says, "As you begin formulating association priorities for 1980, I urge you to give top priority to promotion of truth-in-testing measures. Information and materials in this kit are designed to make everyone—teachers, students, parents, administrators, school boards, local and state legislators—aware of the widespread, damaging, and relatively unnoticed effects of certain kinds of standardized tests."

Michigan Association Battles Misuse of Competency Tests

EAST LANSING, MICHIGAN—"No matter how hard the teachers of the state try, teachers will again be accused of letting children down for failing to prepare them to score above average on the test," says Clyde McQueen of Southfield.

McQueen is a member of the Michigan Education Association task force on the Michigan Educational Assessment Program (MEAP), a competency test plan for public school students.

The task force is a result of a new business item adopted in spring 1979 which says: "The ranking of school districts on the basis of test scores results in the statistical phenomena of half of the districts in the state scoring 'below average' each year. The protests of the State Department of Education that such ranking by the media and boards of education is a misuse of the test results has not caused such ranking to cease."

According to McQueen, "Reporters know that ranking districts make good news, and they will continue to do so."

The most serious result of competency test misuse, he says, is the effort by school districts to raise their rank in reading and math, forcing local districts and teachers to surrender their own priorities.

The MEA task force continues to investigate MEAP score reporting policy and procedures by the State Department of Education and local school districts; solicit examples of misuses of the tests and their impact; and consider possible changes in Michigan testing laws.

Feature continued on next page

THE TESTING RIPOFF

NEA/IPD Conference Trains Teachers on Testing Issues

Charles Gobron of Massachusetts described overreliance on standardized tests as "immoral." Teachers and parents are often guilty of accepting the results of these tests too readily, he said.

WASHINGTON, D.C.—A group of NEA teachers from all regions of the nation became experts on standardized testing issues during workshops of the annual NEA/IPD National Conference in December. These teachers will appear at regional conferencs and local workshops in 1980, ready to spread the truth-in-testing gospel.

During one meeting, Beverly Stonestreet of Maryland said, "I see standardized testing as an erosion of the effectiveness teachers have in our educational system."

"It's immoral," said Charles Gobron of Massachusetts. "We have to teach kids when to guess and when not to guess."

Teachers need to assume a leadership role in the truth-in-testing movement, said Margaret Furlong of Pennsylvania, because parents tend to believe the tests without question. "They think their kid is functioning in school at the same level as the test scores indicate." Often that is not true, she said.

Robert Snider of NEA/IPD reported to the group that there is less upward mobility in our society than in any other time in this century. The end of the Horatio Alger era, he said, is due much to the "pre-sorting" done by norm-referenced standardized tests.

Furlong added, "It's crucial that parents look to teachers for good information on tests. We are the experts on their child's educational progress. We want them to come to us for a reliable opinion. They're not getting it from administrators, school boards—nor the testing industry."

Said William Heath of Michigan, "Teachers are the only ones to take the responsibility. If we don't, no one else will."

Overreliance on standardized testing practices are under attack by teachers and civil rights groups from Maine to California. At the same time, nearly 40 states have mandated minimum competency testing programs for promotion and graduation.

During a tour of HEW's Basic Skills Improvement Program, some of the NEA teachers asked Director Shirley Jackson what kind of tests are required in the evaluation of local Basic Skills projects. She said, "Evaluations are needed to determine if the program's objectives have been met. However, we are not requiring standardized tests."

A teacher can evaluate a student with a simple checklist of educational goals which show improvement during a period of time. You don't have to use a norm-referenced standardized test, she said.

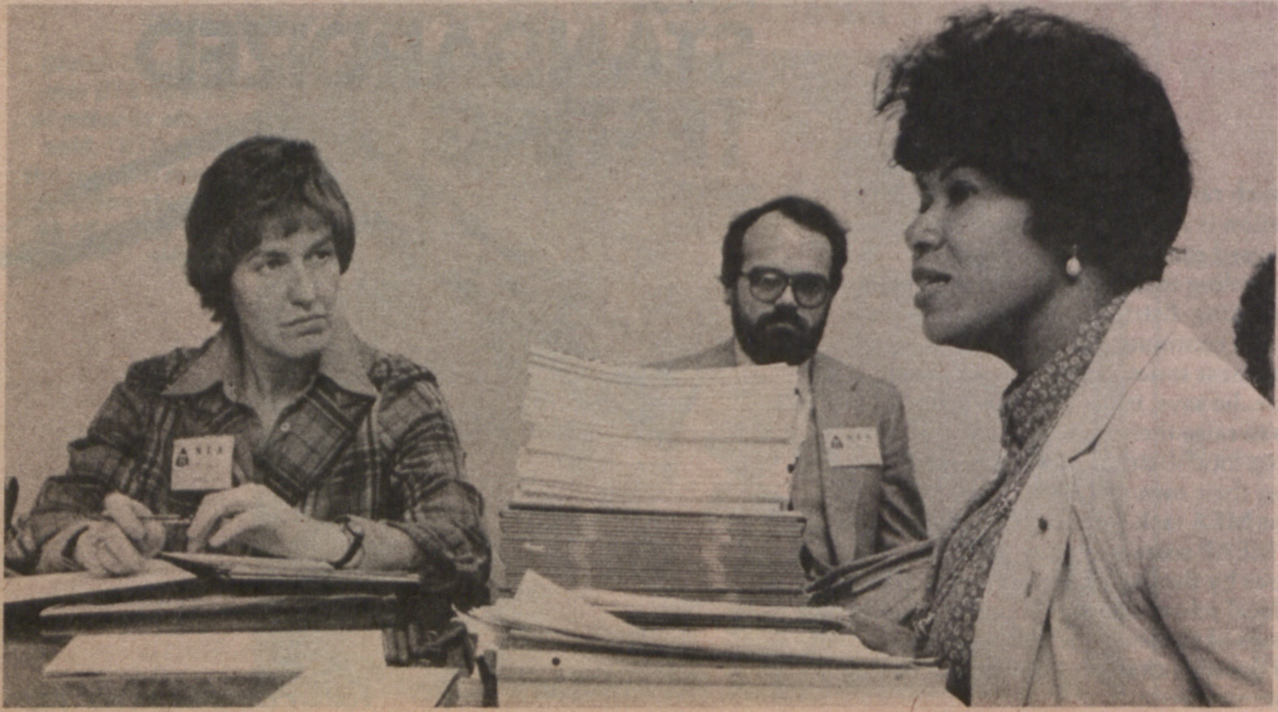
Standardized tests assume that kids learn in the same way. Jackson said, "Nothing in the law says how you are supposed to teach the basic skills. You can teach reading through music and art. That is your prerogative."

Currently there is no money budgeted for federally funded minimum competency tests of students in Basic Skills programs. However, said the director, we can expect a challenge every time the program's budget comes up for review.

Participants in the conference are now armed with current information on standardized tests and are ready to tell other teachers, parents, school boards, and legislators about the abuses of testing.

Tests are eroding our educational system because they are becoming more important than teaching, said Beverly Stonestreet of Maryland. She was a delegate to the national NEA/IPD conference this winter.

"Administrators are busy justifying standardized tests, rather than explaining them," said William Heath of Michigan. "These tests reinforce their empire." Next to Heath is Bill Miller of Washington.



". . . we are not requiring standardized tests," said Shirley Jackson, Director of HEW's Basic Skills Improvement Program. Teachers interested in the testing movement visited her program's offices, which will soon be administered by the separate Department of Education. Listening are Carol Miller (left) of Maryland and Robert Chase of Connecticut.

Legislative Report Card

Did Your Congressperson Support Education?

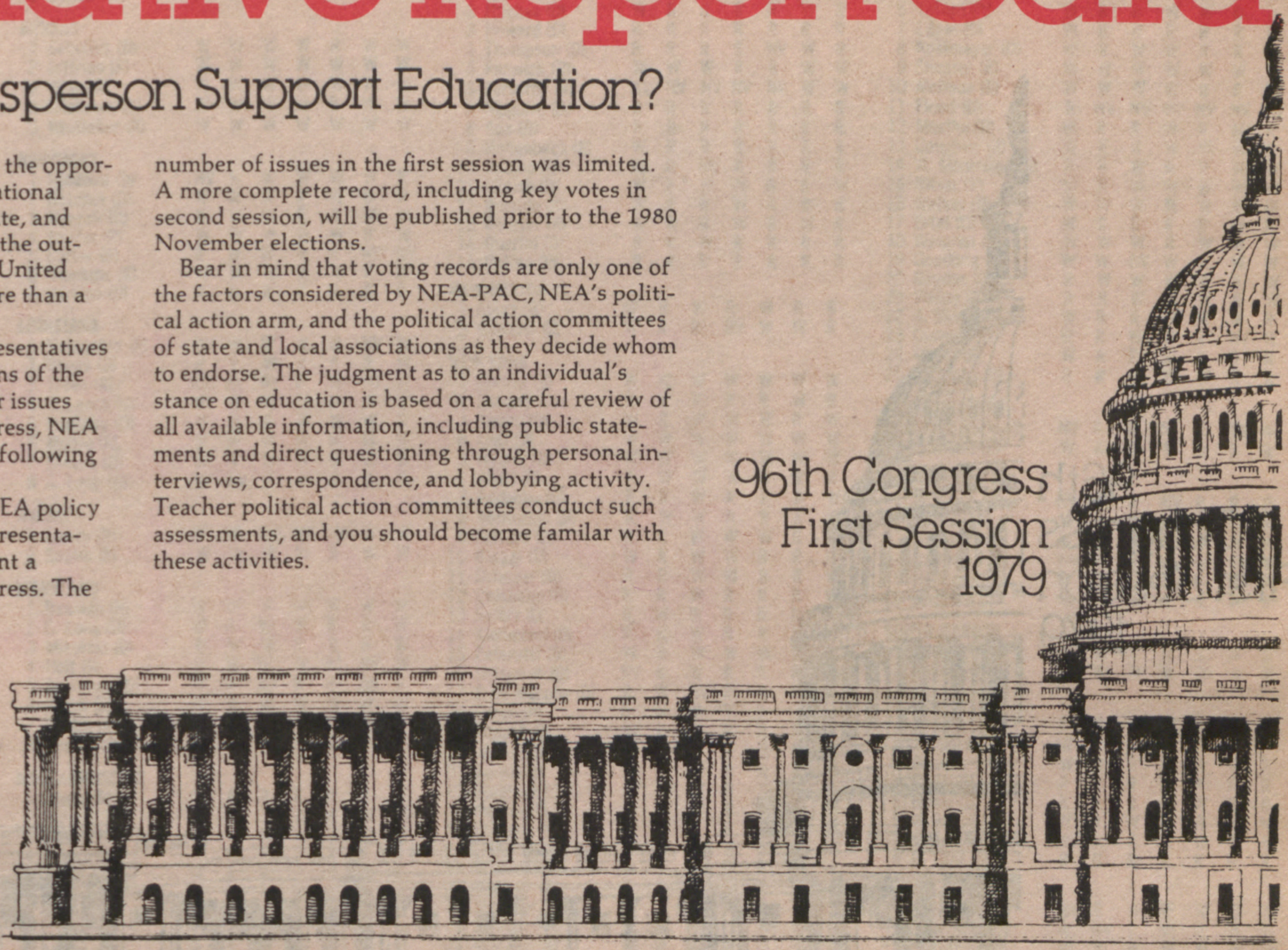
In 1980, teachers will once again have the opportunity to help determine the calibre of national leadership—through organized local, state, and national political activity that will affect the outcome of the races for all 435 seats in the United States House of Representatives and more than a third of the seats in the Senate.

To help you judge whether your Representatives and Senators have supported the positions of the National Education Association on major issues during the first session of the 96th Congress, NEA Government Relations has compiled the following information on selected roll-call votes.

The issues selected relate directly to NEA policy as reflected in the resolutions of the Representative Assembly and are intended to present a general profile on each Member of Congress. The number of issues in the first session was limited. A more complete record, including key votes in second session, will be published prior to the 1980 November elections.

Bear in mind that voting records are only one of the factors considered by NEA-PAC, NEA's political action arm, and the political action committees of state and local associations as they decide whom to endorse. The judgment as to an individual's stance on education is based on a careful review of all available information, including public statements and direct questioning through personal interviews, correspondence, and lobbying activity. Teacher political action committees conduct such assessments, and you should become familar with these activities.

96th Congress
First Session
1979



SENATE

R=Right according to NEA position.
W=Wrong according to NEA position.
NV=Not voting.

1. *Department of Education* (S 210). Motion to reconsider (i.e., to reverse) a vote by which the Helms, R-N.C., amendment was adopted. The Helms amendment would have removed from the jurisdiction of the U.S. Supreme Court or any other federal courts any state laws or regulations relating to voluntary prayer in public schools or public buildings. NEA supported the motion to reconsider the Helms amendment. Roll Call No. 42, April 9, 1979. Passed, 50-43.

2. *Department of Education* (S 210). Motion to adopt Hayakawa, R-Calif., amendment to terminate the proposed department six years after its establishment, unless Congress decided to continue it. NEA opposed. Roll Call No. 68, April 30, 1979. Defeated, 46-48.

3. *Second Resolution on the Budget, Fiscal 1980* (S. Con. Res. 36). Motion to table (kill) Bumpers, D-Ark., amendment to reduce budget authority and outlays for the fiscal year, representing a 2.5 percent reduction in all budget areas except defense, health, income security, and interest. NEA supported tabling motion. Roll Call No. 299, September 19, 1979. Passed 57-41.

4. *Labor-HEW Appropriations, Fiscal 1980* (HR 4389). Motion to adopt conference report on bill providing $12.5 billion for education in Fiscal 1980, the Senate insisting on its language with respect to federal funding of abortion. NEA supported adoption of conference report with funding levels agreed upon. Roll Call No. 309, September 24, 1979. Passed 57-31.

5. *Department of Education* (S 210). Motion to adopt conference report on the bill to establish a separate, Cabinet-level Department of Education. NEA supported conference report. Roll Call No. 310, September 24, 1979. Passed, 69-22.

	1	2	3	4	5
ALABAMA					
Stewart (D)	W	R	W	R	R
Heflin (D)	W	R	W	R	R
ALASKA					
Stevens (R)	W	W	R	NV	NV
Gravel (D)	R	NV	R	R	R
ARIZONA					
Goldwater (R)	W	W	NV	NV	NV
DeConcini (D)	NV	R	W	W	R
ARKANSAS					
Bumpers (D)	NV	R	W	R	R
Pryor (D)	W	R	W	R	R
CALIFORNIA					
Cranston (D)	R	R	R	R	R
Hayakawa (R)	W	W	R	R	W
COLORADO					
Hart (D)	R	R	R	R	R
Armstrong (R)	W	W	W	W	W
CONNECTICUT					
Ribicoff (D)	R	R	R	R	R
Weicker (R)	R	W	R	NV	NV
DELAWARE					
Roth (R)	NV	W	W	W	R
Biden (D)	R	W	R	NV	NV
FLORIDA					
Chiles (D)	R	R	R	R	R
Stone (D)	R	W	W	W	R
GEORGIA					
Talmadge (D)	W	R	W	R	R
Nunn (D)	R	R	W	R	R
HAWAII					
Inouye (D)	R	NV	R	R	R
Matsunaga (D)	R	R	R	R	R
IDAHO					
Church (D)	W	R	W	R	R
McClure (R)	W	W	W	NV	NV
ILLINOIS					
Percy (R)	R	R	W	R	R
Stevenson (D)	R	R	R	R	R
INDIANA					
Bayh (D)	R	NV	R	R	R
Lugar (R)	W	W	W	W	W
IOWA					
Culver (D)	R	R	R	R	R
Jepsen (R)	W	W	W	W	W
KANSAS					
Dole (R)	W	W	R	NV	W
Kassebaum (R)	W	W	R	R	W
KENTUCKY					
Huddleston (D)	R	W	W	W	R
Ford (D)	W	R	R	W	R
LOUISIANA					
Long (D)	W	R	R	W	R
Johnston (D)	W	W	R	W	R
MAINE					
Muskie (D)	R	NV	R	NV	R
Cohen (R)	R	W	R	R	W
MARYLAND					
Mathias (R)	R	W	R	R	R
Sarbanes (D)	R	R	R	R	R
MASSACHUSETTS					
Kennedy (D)	R	R	R	R	R
Tsongas (D)	R	R	R	R	R
MICHIGAN					
Riegle (D)	R	R	R	R	R
Levin (D)	R	R	R	R	R
MINNESOTA					
Durenberger (R)	R	W	W	W	R
Boschwitz (R)	R	R	W	W	R
MISSISSIPPI					
Stennis (D)	W	R	R	R	R
Cochran (R)	W	R	W	W	R
MISSOURI					
Eagleton (D)	NV	R	R	W	R
Danforth (R)	R	R	W	W	R
MONTANA					
Melcher (D)	R	R	R	W	R
Baucus (D)	R	W	R	R	R
NEBRASKA					
Zorinsky (D)	W	W	W	W	R
Exon (D)	W	R	W	W	W
NEVADA					
Cannon (D)	R	R	R	R	R
Laxalt (R)	W	W	W	W	W
NEW HAMPSHIRE					
Durkin (D)	R	W	R	W	R
Humphrey (R)	W	W	W	W	W
NEW JERSEY					
Williams (D)	NV	R	R	R	R
Bradley (D)	R	R	R	R	R
NEW MEXICO					
Domenici (R)	W	W	R	W	R
Schmitt (R)	W	W	R	R	W
NEW YORK					
Javits (R)	R	R	R	R	R
Moynihan (D)	R	W	R	R	W
NORTH CAROLINA					
Helms (R)	W	W	W	W	W
Morgan (D)	W	W	R	NV	NV
NORTH DAKOTA					
Young (R)	W	W	R	W	W
Burdick (D)	R	R	R	R	R
OHIO					
Glenn (D)	R	R	R	R	R
Metzenbaum (D)	R	R	R	R	R
OKLAHOMA					
Bellmon (R)	W	W	R	R	R
Boren (D)	W	W	W	W	R
OREGON					
Hatfield (R)	R	R	W	W	R
Packwood (R)	R	W	R	R	R
PENNSYLVANIA					
Schweiker (R)	W	W	W	W	W
Heinz (R)	R	W	R	R	R
RHODE ISLAND					
Pell (D)	R	R	R	R	R
Chafee (R)	NV	W	W	NV	R
SOUTH CAROLINA					
Thurmond (R)	W	W	W	W	R
Hollings (D)	W	W	W	R	R
SOUTH DAKOTA					
McGovern (D)	R	R	R	R	R
Pressler (R)	R	W	W	W	R
TENNESSEE					
Baker (R)	W	R	R	NV	NV
Sasser (D)	W	NV	W	R	R
TEXAS					
Tower (R)	NV	W	W	R	W
Bentsen (D)	R	R	W	R	R
UTAH					
Garn (R)	W	W	R	NV	NV
Hatch (R)	W	W	W	W	W
VERMONT					
Stafford (R)	R	NV	NV	R	R
Leahy (D)	R	R	R	R	R
VIRGINIA					
H. Byrd (I)	W	W	W	R	W
Warner (R)	W	W	W	R	W
WASHINGTON					
Magnuson (D)	W	R	R	R	R
Jackson (D)	R	R	R	R	R
WEST VIRGINIA					
Randolph (D)	W	R	R	NV	NV
R. Byrd (D)	R	R	R	R	W
WISCONSIN					
Proxmire (D)	R	W	W	W	W
Nelson (D)	R	R	R	R	R
WYOMING					
Wallup (R)	W	W	W	R	W
Simpson (R)	W	W	W	R	R

96th
Congress
First Session
1979

Legislative Report Card

HOUSE OF REPRESENTATIVES

R = Right according to NEA position.
W = Wrong according to NEA position.
NV = Not voting.

1. *First Resolution on the Budget, Fiscal 1980* (H. Con. Res. 107). Motion to adopt Fisher, D-Va., amendment to cut pending fiscal 1980 budget authority and outlays $2.5 billion, or .5 percent, across the board. NEA opposed this amendment. Roll Call No. 146, May 14, 1979. Passed, 255-144.

2. *Department of Education* (HR 2444). Motion by Rep. Obey, D-Wisc., to strike the enacting clause of the bill (thus killing the measure). NEA opposed. Roll Call No. 239, June 13, 1979. Defeated, 146-266.

3. *Department of Education* (HR 2444). Motion to pass the bill creating a separate, Cabinet-level Department of Education. NEA supported. Roll Call No. 314, July 11, 1979. Passed, 210-206.

4. *Department of Education* (S 210). Motion by Rep. Walker, R-Pa., to instruct conferees to retain the House-passed anti-affirmative action amendment in conference. NEA opposed. Roll Call No. 347, July 17, 1979. Passed, 214-202.

5. *Constitutional Amendment on Busing for Desegregation* (H. J. Res. 74). Motion to pass a joint resolution to propose an amendment to the U.S. Constitution to prohibit compelling students to attend a school other than the one nearest their homes to achieve racial desegregation. NEA opposed. Roll Call No. 374, July 24, 1979. Rejected, 209-216.

6. *Disability Insurance Amendments* (HR 3236). Motion to pass a bill modifying the administration of the Disability Insurance program and placing caps on family benefits. NEA opposed the benefit limitations. Roll Call No. 447, September 6, 1979. Passed, 235-162.

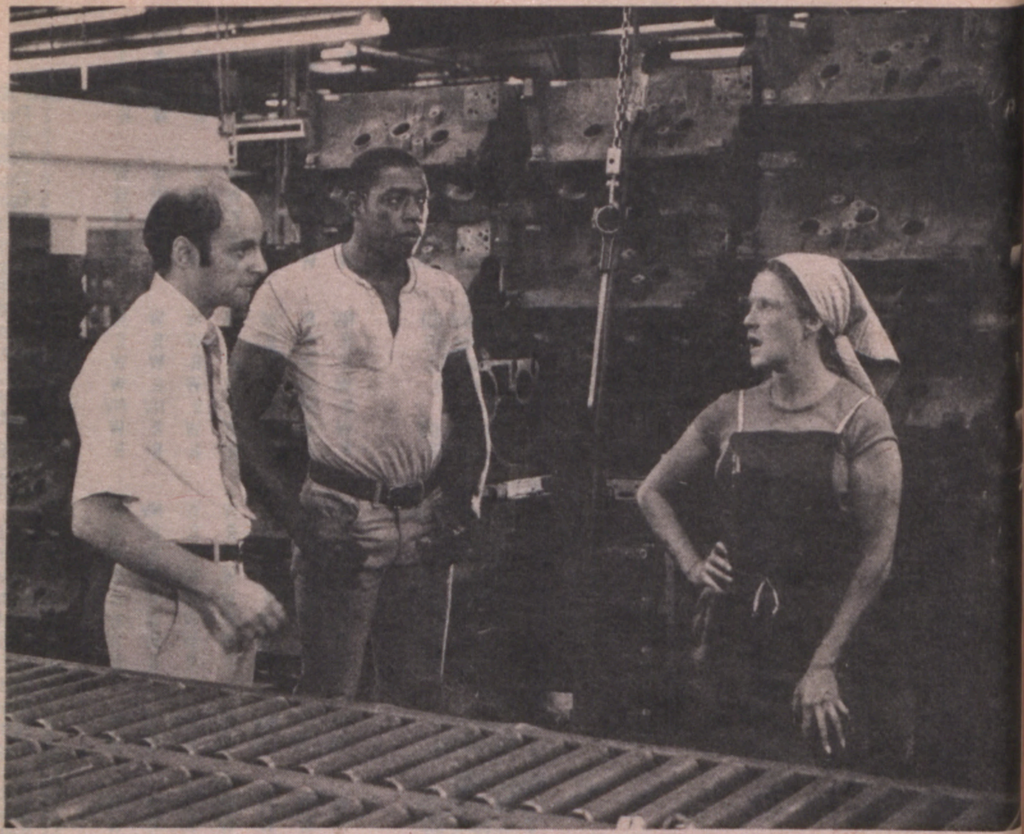
7. *Department of Education* (S 210). Motion to adopt conference report on the bill to establish a separate, Cabinet-level Department of Education. NEA supported conference report. Roll Call No. 515, September 27, 1979. Passed, 215-201.

	1	2	3	4	5	6	7
ALABAMA							
1 J. Edwards (R)	R	W	W	W	NV	W	W
2 Dickinson (R)	R	W	W	W	W	NV	W
3 Nichols (D)	W	NV	W	W	W	W	W
4 Bevill (D)	R	R	R	W	W	W	R
5 Flippo (D)	W	R	R	W	W	W	R
6 Buchanan (R)	W	R	R	R	R	R	R
7 Shelby (D)	W	R	R	W	W	W	R
ALASKA							
AL D. Young (R)	R	R	R	NV	R	NV	R
ARIZONA							
1 Rhodes (R)	R	W	W	W	W	W	W
2 Udall (D)	W	NV	R	R	R	R	R
3 Stump (D)	W	W	W	W	W	W	W
4 Rudd (R)	W	W	W	W	W	W	W
ARKANSAS							
1 Alexander (D)	R	R	R	R	R	W	R
2 Bethune (R)	W	R	W	W	R	R	W
3 Hammerschmidt (R)	W	R	W	W	W	R	W
4 Anthony (D)	W	R	R	R	R	W	NV
CALIFORNIA							
1 H. Johnson (D)	R	NV	R	R	R	R	R
2 Clausen (R)	W	R	R	W	W	NV	R
3 Matsui (D)	R	R	R	R	R	R	R
4 Fazio (D)	R	R	R	R	R	W	R
5 J. Burton (D)	W	R	NV	R	R	R	R
6 P. Burton (D)	R	R	R	R	R	R	R
7 G. Miller (D)	W	R	R	R	R	NV	R
8 Dellums (D)	R	R	R	R	R	R	R
9 Stark (D)	W	NV	R	R	R	NV	R
10 Edwards (D)	R	R	R	R	R	R	R
11 Royer (R)	W	NV	W	W	W	W	W
12 McCloskey (R)	W	W	NV	W	R	W	W
13 Mineta (D)	R	R	R	R	R	R	R
14 Shumway (R)	W	W	W	W	W	W	W
15 Coelho (D)	W	R	R	W	R	W	R
16 Panetta (D)	W	R	R	R	R	W	R
17 Pashayan (R)	W	R	W	W	W	R	W

	1	2	3	4	5	6
18 Thomas (R)	W	W	W	W	W	W
19 Lagomarsino (R)	W	W	W	W	W	W
20 Goldwater (R)	R	W	NV	W	W	W
21 Corman (D)	R	R	R	R	R	R
22 C. Moorhead (R)	W	W	W	W	W	R
23 Beilenson (D)	R	R	W	R	R	W
24 Waxman (D)	R	W	W	W	R	R
25 Roybal (D)	R	R	R	R	R	NV
26 Rousselot (R)	W	W	W	W	W	NV
27 Dornan (R)	W	R	R	W	W	R
28 Dixon (D)	R	R	R	R	R	R
29 Hawkins (D)	R	R	R	R	R	R
30 Danielson (D)	R	R	R	R	R	R
31 C. H. Wilson (D)	R	W	W	NV	R	R
32 Anderson (D)	R	R	R	R	W	R
33 Grisham (R)	W	W	W	W	W	W
34 Lungren (R)	W	W	W	W	W	W
35 Lloyd (D)	R	W	W	R	W	W
36 G. Brown (D)	W	R	R	R	R	NV
37 Lewis (R)	W	R	R	W	W	W
38 Patterson (D)	NV	R	R	R	R	NV
39 Dannemeyer (R)	W	W	W	W	W	W
40 Badham (R)	W	W	W	W	W	R
41 R. Wilson (R)	NV	NV	W	W	NV	W
42 Van Deerlin (D)	R	R	R	R	R	R
43 Burgener (R)	W	W	W	W	W	R
COLORADO						
1 Schroeder (D)	W	R	W	R	R	R
2 Wirth (D)	W	R	R	R	R	W
3 Kogovsek (D)	R	R	R	R	R	R
4 J. Johnson (R)	NV	W	W	R	R	W
5 Kramer (R)	W	W	W	W	W	W
CONNECTICUT						
1 Cotter (D)	R	R	R	R	R	NV
2 Dodd (D)	R	R	R	R	R	R
3 Giaimo (D)	R	R	R	R	R	W
4 McKinney (R)	NV	W	W	R	R	R
5 Ratchford (D)	R	R	R	R	R	R
6 Moffett (D)	R	R	R	R	R	NV

	1	2	3	4	5	6	7
DELAWARE							
AL Evans (R)	W	W	W	W	W	W	W
FLORIDA							
1 Hutto (D)	W	R	R	W	W	R	R
2 Fuqua (D)	W	R	R	R	W	NV	R
3 Bennett (D)	R	W	W	W	W	W	W
4 Chappell (D)	R	R	W	W	W	W	R
5 Kelly (R)	W	W	W	W	W	W	W
6 C. Young (R)	W	R	W	W	W	R	W
7 Gibbons (D)	W	W	W	NV	W	W	W
8 Ireland (D)	W	R	R	R	W	W	R
9 Nelson (D)	W	W	W	W	R	W	W
10 Bafalis (R)	W	W	W	W	W	W	W
11 Mica (D)	W	R	R	W	W	R	R
12 Stack (D)	R	R	R	R	R	R	R
13 Lehman (D)	R	R	R	R	R	R	R
14 Pepper (D)	NV	R	R	R	R	R	R
15 Fascell (D)	W	R	R	R	R	W	R
GEORGIA							
1 Ginn (D)	W	R	R	R	W	W	R
2 Mathis (D)	W	R	R	W	W	W	R
3 Brinkley (D)	W	R	R	W	R	W	R
4 Levitas (D)	W	R	R	W	W	W	R
5 Fowler (D)	W	R	R	R	R	W	R
6 Gingrich (R)	W	R	R	W	W	W	R
7 McDonald (D)	W	W	W	W	W	W	W
8 B. Evans (D)	W	R	R	NV	W	W	R
9 Jenkins (D)	W	R	R	W	W	W	R
10 Barnard (D)	W	R	R	W	W	NV	R
HAWAII							
1 Heftel (D)	R	R	R	R	R	W	R
2 Akaka (D)	R	R	R	R	R	R	R
IDAHO							
1 Symms (R)	W	W	W	W	W	NV	W
2 Hansen (R)	W	W	W	W	W	NV	W
ILLINOIS							
1 Stewart (D)	R	R	W	R	R	R	R
2 J. F. Murphy (D)	R	W	R	R	R	NV	NV
3 Russo (D)	W	R	R	W	W	W	R
4 Derwinski (R)	W	W	W	W	W	R	W
5 Fary (D)	R	R	R	R	W	R	W
6 Hyde (R)	W	W	W	W	W	W	W
7 C. Collins (D)	R	R	NV	R	R	R	NV
8 Rostenkowski (D)	R	R	R	R	R	W	R
9 Yates (D)	R	R	W	R	R	R	W
10 Mikva (D)	R	R	NV	R	R	W	NV
11 Annunzio (D)	R	W	W	W	W	R	W
12 P. Crane (R)	NV	W	W	W	W	W	W
13 McClory (R)	W	W	W	W	R	W	W
14 Erlenborn (R)	W	W	W	W	R	W	W
15 Corcoran (R)	W	R	R	R	W	W	R
16 Anderson (R)	NV	R	NV	NV	R	W	R
17 O'Brien (R)	NV	NV	W	W	W	W	W
18 Michel (R)	W	W	W	W	R	W	W
19 Railsback (R)	W	R	W	R	R	W	W
20 Findley (R)	W	W	W	W	R	W	NV
21 Madigan (R)	W	R	R	W	R	W	R
22 D. Crane (R)	NV	W	W	W	W	W	W
23 Price (D)	R	R	R	R	R	W	R
24 Simon (D)	R	R	R	R	R	W	R
INDIANA							
1 Benjamin (D)	W	R	R	R	R	W	R
2 Fithian (D)	W	R	R	R	W	R	R
3 Brademas (D)	R	R	R	R	R	R	R
4 Quayle (R)	NV	W	W	W	W	W	W
5 Hillis (R)	NV	W	R	R	W	W	R
6 D. Evans (D)	W	R	R	W	W	W	R
7 J. Myers (R)	W	W	W	W	W	R	W
8 Deckard (R)	W	W	W	W	W	R	W
9 Hamilton (D)	W	W	W	W	R	W	W
10 Sharp (D)	W	R	R	W	R	W	R
11 Jacobs (D)	W	R	W	R	W	W	W
IOWA							
1 J. Leach (R)	W	R	R	W	R	W	R
2 Tauke (R)	W	R	W	W	R	W	W
3 Grassley (R)	W	W	W	W	W	W	W
4 N. Smith (D)	R	R	R	R	R	NV	R
5 Harkin (D)	W	R	R	R	R	R	R
6 Bedell (D)	R	R	R	R	R	W	R
KANSAS							
1 Sebelius (R)	W	W	W	W	R	W	W
2 Jeffries (R)	W	W	W	W	W	W	W
3 Winn (R)	W	W	W	W	W	W	W
4 Glickman (D)	W	W	W	W	R	W	W
5 Whittaker (R)	W	W	W	W	W	W	W
KENTUCKY							
1 Hubbard (D)	NV	R	W	W	W	W	R
2 Natcher (D)	R	R	R	R	W	R	R
3 Mazzoli (D)	R	W	W	R	R	W	W
4 Snyder (R)	W	W	W	W	W	R	W
5 Carter (R)	R	W	W	W	R	NV	NV
6 Hopkins (R)	W	W	W	W	W	R	W
7 Perkins (D)	R	R	R	R	R	R	R
LOUISIANA							
1 Livingston (R)	W	W	W	W	W	NV	W
2 Boggs (D)	R	R	W	R	R	R	W
3 Treen (R)	NV	NV	NV	W	W	NV	W
4 C. Leach (D)	W	W	W	W	NV	W	W
5 Huckaby (D)	W	R	R	W	W	W	R
6 Moore (R)	W	W	W	W	W	W	W
7 Breaux (D)	W	R	W	W	W	W	W
8 G. Long (D)	NV	NV	R	R	R	R	R
MAINE							
1 Emery (R)	W	W	NV	NV	NV	W	W
2 Snowe (R)	W	W	W	W	R	W	W
MARYLAND							
1 Bauman (R)	W	W	W	W	W	W	W
2 C. Long (D)	W	R	W	W	R	R	W
3 Mikulski (D)	W	W	W	R	R	R	W
4 Holt (R)	W	W	W	W	W	NV	W
5 Spellman (D)	W	R	NV	R	R	NV	R
6 Byron (D)	W	W	W	W	W	W	W
7 P. Mitchell (D)	R	R	W	R	R	NV	R
8 Barnes (D)	W	R	W	R	R	R	R
MASSACHUSETTS							
1 Conte (R)	W	R	R	R	R	R	R
2 Boland (D)	R	R	W	W	R	W	W
3 Early (D)	R	W	W	W	W	W	W
4 Drinan (D)	R	R	R	R	R	R	R
5 Shannon (D)	R	R	R	R	R	W	R
6 Mavroules (D)	W	NV	R	R	R	R	R
7 Markey (D)	R	R	R	R	R	R	R
8 O'Neill (D)	NV	NV	NV	NV	NV	NV	NV
9 Moakley (D)	R	R	R	W	W	R	R
10 Heckler (R)	R	R	R	W	R	R	R
11 Donnelly (D)	W	W	W	W	W	W	W
12 Studds (D)	R	R	R	R	R	R	R
MICHIGAN							
1 Conyers (D)	NV	NV	W	NV	R	NV	W
2 Pursell (R)	W	R	R	R	W	W	R
3 Wolpe (D)	R	R	R	R	R	R	R
4 Stockman (R)	W	NV	W	W	W	W	W
5 Sawyer (R)	W	W	W	W	W	W	W
6 Carr (D)	R	R	R	R	R	R	R
7 Kildee (D)	R	R	R	R	R	R	R
8 Traxler (D)	R	R	R	R	W	R	R
9 Vander Jagt (R)	W	NV	W	W	W	W	W
10 Albosta (D)	R	R	R	R	W	W	R
11 R. Davis (R)	W	R	R	W	W	W	R
12 Bonior (D)	R	R	R	R	R	R	R
13 Diggs (D)	NV	R	R	NV	R	R	NV
14 Nedzi (D)	R	R	W	R	W	R	W
15 W. Ford (D)	R	R	R	R	W	R	R
16 Dingell (D)	R	W	W	W	W	W	W
17 Brodhead (D)	R	R	R	R	R	R	R
18 Blanchard (D)	R	R	R	NV	W	R	R
19 Broomfield (R)	W	W	W	W	W	W	W
MINNESOTA							
1 Erdahl (R)	W	R	R	W	R	W	R
2 Hagedorn (R)	W	W	W	W	W	W	W
3 Frenzel (R)	W	W	W	W	R	W	W
4 Vento (D)	R	R	R	R	R	R	R
5 Sabo (D)	R	W	W	R	R	W	W
6 Nolan (D)	R	R	R	R	R	R	R
7 Stangeland (R)	W	W	W	W	W	W	W
8 Oberstar (D)	R	R	R	R	R	R	R
MISSISSIPPI							
1 Whitten (D)	W	R	R	W	W	R	R
2 Bowen (D)	W	R	R	W	W	W	R
3 Montgomery (D)	R	R	R	W	W	W	R
4 Hinson (R)	W	W	W	W	W	W	W
5 Lott (R)	W	W	R	W	W	W	W
MISSOURI							
1 Clay (D)	R	R	R	R	R	R	R
2 Young (D)	R	R	R	R	W	NV	R
3 Gephardt (D)	R	R	W	R	W	W	W
4 Skelton (D)	NV	R	NV	W	W	W	R
5 Bolling (D)	R	NV	NV	NV	NV	W	NV
6 Coleman (R)	W	W	W	W	W	W	W
7 Taylor (R)	W	W	W	NV	W	W	W
8 Ichord (D)	W	W	W	W	W	W	W
9 Volkmer (D)	W	R	R	R	R	W	R
10 Burlison (D)	R	R	R	R	W	W	R
MONTANA							
1 P. Williams (D)	R	W	W	R	R	W	W
2 Marlenee (R)	W	W	W	W	W	R	W
NEBRASKA							
1 Bereuter (R)	W	R	W	W	R	W	W
2 Cavanaugh (D)	W	R	R	R	R	R	R
3 V. Smith (R)	W	R	W	W	W	R	W
NEVADA							
AL Santini (D)	W	R	R	R	W	R	R
NEW HAMPSHIRE							
1 D'Amours (D)	W	R	NV	W	W	R	R
2 Cleveland (R)	W	W	W	W	W	NV	W
NEW JERSEY							
1 Florio (D)	R	R	W	R	R	W	R
2 Hughes (D)	W	R	R	R	R	W	R
3 Howard (D)	R	R	R	R	R	R	R
4 Thompson (D)	R	R	R	R	NV	W	R
5 Fenwick (R)	W	W	W	R	R	W	W
6 Forsythe (R)	NV	NV	NV	NV	NV	W	W
7 Maguire (D)	R	R	R	R	R	R	R
8 Roe (D)	R	R	R	R	R	R	R
9 Hollenbeck (R)	W	R	R	R	R	R	R
10 Rodino (D)	NV	R	NV	R	R	R	R
11 Minish (D)	W	R	W	W	R	R	W
12 Rinaldo (R)	W	R	R	W	R	R	R
13 Courter (R)	W	R	R	W	R	W	R
14 Guarini (D)	R	R	W	R	R	R	R
15 Patten (D)	R	R	R	R	R	R	R
NEW MEXICO							
1 Lujan (R)	W	R	W	R	W	R	R
2 Runnels (D)	W	R	R	NV	W	W	R
NEW YORK							
1 Carney (R)	W	W	W	W	W	W	W
2 Downey (D)	R	R	R	R	R	W	R
3 Ambro (D)	W	R	W	W	W	R	W
4 Lent (R)	W	W	W	W	W	W	W
5 Wydler (R)	W	W	W	W	W	W	W
6 Wolff (D)	R	W	W	W	R	R	R
7 Addabbo (D)	R	R	W	R	R	R	W
8 Rosenthal (D)	R	W	W	R	R	R	W
9 Ferraro (D)	R	R	W	W	W	R	W
10 Biaggi (D)	W	R	W	W	R	R	R
11 Scheuer (D)	R	R	W	W	R	R	W
12 Chisholm (D)	R	R	W	R	R	R	W
13 Solarz (D)	R	W	W	R	R	R	NV
14 Richmond (D)	R	R	W	R	R	R	W
15 Zeferetti (D)	W	R	W	W	W	R	W
16 Holtzman (D)	NV	R	W	R	R	R	NV
17 J. M. Murphy (D)	R	W	NV	R	R	W	W
18 Green (R)	R	W	W	R	R	W	NV
19 Rangel (D)	NV	R	W	R	R	R	R
20 Weiss (D)	R	W	W	R	R	R	W
21 Garcia (D)	R	R	W	R	R	R	W
22 Bingham (D)	R	NV	W	R	R	R	W
23 Peyser (D)	R	W	W	R	R	R	W
24 Ottinger (D)	R	W	R	R	R	R	R
25 Fish (R)	W	R	R	R	R	R	R
26 Gilman (R)	W	R	W	R	R	R	W
27 McHugh (D)	R	R	W	R	R	W	W
28 Stratton (D)	R	W	W	W	R	W	W
29 Solomon (R)	W	W	W	W	W	W	W
30 McEwen (R)	W	W	W	W	W	NV	W
31 D. Mitchell (R)	W	W	W	W	W	R	W
32 Hanley (D)	W	R	W	W	R	W	W
33 Lee (R)	W	W	W	W	W	W	W
34 Horton (R)	R	R	R	R	R	R	R
35 Conable (R)	W	W	W	W	R	W	W
36 LaFalce (D)	W	R	W	NV	R	W	NV
37 Nowak (D)	W	W	W	R	R	R	W
38 Kemp (R)	W	W	W	W	W	W	W
39 Lundine (D)	W	R	W	R	R	W	W
NORTH CAROLINA							
1 W. Jones (D)	W	R	R	R	W	W	R
2 Fountain (D)	W	W	W	W	R	W	W
3 Whitley (D)	W	R	R	R	R	W	R
4 I. Andrews (D)	W	R	R	R	R	W	R
5 Neal (D)	W	R	R	W	W	W	R
6 Preyer (D)	W	R	R	R	R	W	R
7 Rose (D)	W	R	R	R	R	W	NV
8 Hefner (D)	W	R	R	R	R	W	R
9 Martin (R)	W	R	W	W	W	W	W
10 Broyhill (R)	NV	R	W	W	W	W	W
11 Gudger (D)	W	R	R	R	W	W	R
NORTH DAKOTA							
AL M. Andrews (R)	W	R	R	R	W	W	W
OHIO							
1 Gradison (R)	W	W	W	W	W	W	W
2 Luken (D)	W	W	W	W	W	W	W
3 T. Hall (D)	R	R	R	R	W	R	R
4 Guyer (R)	W	W	W	W	W	W	W
5 Latta (R)	W	W	W	W	W	W	W
6 Harsha (R)	W	W	W	W	W	R	W
7 C. Brown (R)	W	W	W	NV	R	W	W
8 Kindness (R)	W	W	W	W	W	W	W
9 Ashley (D)	R	R	W	R	R	W	W
10 C. Miller (R)	W	W	W	W	W	W	W
11 Stanton (R)	W	W	W	W	W	W	W
12 Devine (R)	W	W	W	W	W	W	W
13 Pease (D)	R	R	R	R	R	W	R
14 Seiberling (D)	R	R	R	R	R	R	R
15 Wylie (R)	W	W	W	W	W	R	W
16 Regula (R)	W	W	W	W	W	W	W
17 Ashbrook (R)	W	W	W	W	W	W	W
18 Applegate (D)	W	W	W	W	W	R	W
19 L. Williams (R)	NV	R	R	R	W	NV	R
20 Oakar (D)	R	R	R	R	W	R	R
21 Stokes (D)	R	R	R	R	R	R	R
22 Vanik (D)	W	W	W	R	W	R	W
23 Mottl (D)	W	R	R	W	W	R	R
OKLAHOMA							
1 J. Jones (D)	W	R	R	W	R	W	R
2 Synar (D)	W	R	R	R	R	W	R
3 Watkins (D)	W	R	R	W	W	W	R
4 Steed (D)	R	W	R	R	R	W	R
5 M. Edwards (R)	W	W	W	W	W	W	W
6 English (D)	W	R	R	W	W	W	R
OREGON							
1 Aucoin (D)	W	R	R	W	R	W	R
2 Ullman (D)	W	NV	R	R	R	W	R
3 R. Duncan (D)	NV	W	W	R	R	W	W
4 Weaver (D)	W	NV	NV	R	R	NV	R
PENNSYLVANIA							
1 M. Myers (D)	NV	W	W	W	W	R	W
2 Gray (D)	R	R	W	R	R	R	R
3 Lederer (D)	R	R	W	W	W	R	W
4 Dougherty (R)	NV	R	R	W	W	R	R
5 Schulze (R)	NV	W	W	W	W	W	W
6 Yatron (D)	W	R	R	W	W	R	R
7 Edgar (D)	W	R	R	R	R	R	R
8 Kostmayer (D)	W	R	W	W	R	R	W
9 Shuster (R)	W	W	W	W	W	W	W
10 McDade (R)	W	W	W	W	R	R	W
11 Flood (D)	R	NV	NV	NV	NV	NV	NV
12 Murtha (D)	W	R	R	W	R	NV	R
13 Coughlin (R)	W	R	R	W	W	W	R
14 W. Moorhead (D)	R	R	W	R	R	W	W
15 Ritter (R)	W	R	W	W	W	W	W
16 Walker (R)	W	W	W	W	W	R	W
17 Ertel (D)	W	R	R	R	R	W	R
18 Walgren (D)	W	W	W	R	W	W	W
19 Goodling (R)	W	W	NV	W	W	W	W
20 Gaydos (D)	R	W	W	W	W	R	W
21 Bailey (D)	R	R	W	W	W	R	W
22 A. Murphy (D)	W	R	R	W	W	W	R
23 Clinger (R)	W	R	W	W	R	NV	W
24 Marks (R)	W	R	R	R	R	R	R
25 Atkinson (D)	R	R	R	W	W	R	R
RHODE ISLAND							
1 St. Germain (D)	NV	R	R	R	R	NV	R
2 E. Beard (D)	W	R	R	R	R	R	R
SOUTH CAROLINA							
1 M. Davis (D)	NV	NV	R	NV	R	R	R
2 Spence (R)	W	R	R	W	W	W	W
3 Derrick (D)	W	NV	R	R	R	W	R
4 Campbell (R)	NV	W	R	W	W	NV	W
5 Holland (D)	W	R	R	R	R	NV	R
6 Jenrette (D)	W	R	R	R	R	W	R
SOUTH DAKOTA							
1 Daschle (D)	W	R	R	R	R	R	R
2 Abdnor (R)	W	W	W	W	W	W	W
TENNESSEE							
1 Quillen (R)	R	R	R	W	W	R	R
2 J. Duncan (R)	W	R	R	W	W	W	R
3 Bouquard (D)	W	R	R	R	W	W	R
4 Gore (D)	R	R	R	R	R	W	R
5 Boner (D)	R	R	R	W	W	R	R
6 R. Beard (R)	W	R	W	W	W	W	NV
7 E. Jones (D)	NV	R	R	R	W	W	R
8 H. Ford (D)	R	R	R	R	R	R	R
TEXAS							
1 S. Hall (D)	NV	R	W	W	W	W	W
2 C. Wilson (D)	W	NV	R	W	R	W	R
3 J. Collins (R)	W	W	W	W	W	W	W
4 Roberts (D)	R	R	R	W	W	NV	NV
5 Mattox (D)	W	R	R	R	R	W	R
6 Gramm (D)	W	R	R	W	W	R	R
7 Archer (R)	W	W	W	W	W	W	W
8 Eckhardt (D)	R	R	R	R	R	R	R
9 Brooks (D)	W	R	R	R	R	W	R
10 Pickle (D)	W	R	R	R	W	W	R
11 Leath (D)	W	R	W	R	W	W	W
12 Wright (D)	R	R	R	NV	R	W	R
13 Hightower (D)	W	R	W	R	W	W	W
14 Wyatt (D)	W	R	R	W	W	W	W
15 de la Garza (D)	W	R	W	W	W	W	W
16 White (D)	W	R	R	W	W	W	W
17 Stenholm (D)	W	R	W	W	W	W	W
18 Leland (D)	R	R	R	R	R	R	R
19 Hance (D)	W	R	W	R	W	W	W
20 Gonzalez (D)	R	R	R	R	R	R	R
21 Loeffler (R)	W	W	W	W	W	W	W
22 Paul (R)	W	W	W	W	W	W	W
23 Kazen (D)	R	R	R	W	W	W	R
24 Frost (D)	W	R	R	R	R	R	R
UTAH							
1 McKay (D)	W	R	R	W	W	R	R
2 Marriott (R)	W	R	W	W	NV	R	W
VERMONT							
AL Jeffords (R)	W	R	R	R	R	R	R
VIRGINIA							
1 Trible (R)	W	R	R	W	W	W	W
2 Whitehurst (R)	W	R	W	W	W	W	W
3 Satterfield (D)	W	W	W	W	W	W	W
4 R. Daniel (R)	W	W	W	W	W	W	W
5 D. Daniel (D)	R	R	R	W	W	W	W
6 Butler (R)	W	W	W	W	R	W	W
7 Robinson (R)	W	W	W	W	W	W	W
8 Harris (D)	W	R	R	R	R	R	R
9 Wampler (R)	NV	R	R	W	W	R	W
10 Fisher (D)	W	R	R	R	R	W	R
WASHINGTON							
1 Pritchard (R)	NV	R	R	R	R	W	R
2 Swift (D)	R	R	R	R	R	W	R
3 Bonker (D)	W	R	R	R	R	W	R
4 McCormack (D)	W	R	R	R	R	W	R
5 Foley (D)	NV	R	R	R	R	W	R
6 Dicks (D)	W	R	R	R	R	W	R
7 Lowry (D)	R	R	R	R	R	R	R
WEST VIRGINIA							
1 Mollohan (D)	W	R	R	R	W	R	R
2 Staggers (D)	R	R	R	R	R	R	NV
3 Slack (D)	W	R	W	W	W	R	W
4 Rahall (D)	R	R	R	R	R	R	R
WISCONSIN							
1 Aspin (D)	W	R	R	R	R	W	R
2 Kastenmeier (D)	W	W	W	R	R	NV	R
3 Baldus (D)	R	R	R	R	R	W	R
4 Zablocki (D)	W	W	W	R	W	R	R
5 Reuss (D)	R	R	R	R	R	R	R
6 Petri (R)	W	R	R	R	R	W	R
7 Obey (D)	R	W	W	R	R	R	W
8 Roth (R)	W	W	W	W	W	W	W
9 Sensenbrenner (R)	W	W	W	W	W	W	W
WYOMING							
AL Cheney (R)	W	W	W	W	W	W	W

NEA Recommends "$5.20 an Hour Dream"



Blue collar worker Ellen Lissik, played by Linda Lavin, succeeds in getting a job on the all-male assembly line in "The $5.20 an Hour Dream," a CBS-TV presentation recommended for viewing by NEA. Raymond Singer (left) and Ernie Hudson portray her hostile fellow workers in this new motion picture for television. "The $5.20 an Hour Dream" is scheduled for Saturday, January 26, from 9 to 11 p.m. (eastern time.)

NEA Legal Services Enforce Teacher Rights

NEA's Unified Legal Services Program scored significant victories in its effort to protect and enforce teacher rights in the past year.

An Indiana high school teacher, Teresa Nelson, won reinstatement and freedom of press rights for the student newspaper she advises in a settlement, signed June 25, 1979, with her principal at Yorktown High School.

Nelson's problems developed after the paper published "Letters to the Editor" and articles that her principal, James Laws, found "overly negative." Laws reprimanded Nelson through memoranda that demanded a "more positive approach." Laws then threatened Nelson with non-renewal if she did not disclose the names of the anonymous letter writers, which she consistently refused to do. A federal suit was filed against Laws, with the help and support of the Indiana State Teachers Association and the NEA DuShane Fund under the USLP, charging the principal with violating Nelson's and her student's First Amendment rights. After refusing to rescind the lawsuit, Nelson was fired.

Following hearings, Laws agreed to "reaffirm the press rights of the students," to reinstate Nelson, and remove any unfavorable ratings previously placed in Nelson's file.

According to the Indianapolis Star, "Hundreds of parents, students, and teachers rallied behind the journalism advisor [Nelson]" throughout the non-renewal hearings.

First Amendment Rights

Perhaps the most exciting trend of cases successfully litigated by NEA's USLP advocates this year was a stream of First Amendment suits.

In these cases, courts found unconstitutional motivations playing a role in school systems' decisions to terminate teachers' contracts. The teachers prevailed in court after the school systems failed to meet the test established in the Supreme Court decision of *Mt. Healthy School Board of Education v. Doyle*, which requires proof the board would have dismissed the teacher even absent the unconstitutional reason.

Three of these cases involved teacher association activists, and the courts found a connection between organizational participation and subsequent nonrenewal.

Two teachers who were nonrenewed after criticizing, or being perceived as criticizing, school policy were also found to be victims of First Amendment violations, and granted the appropriate remedies.

A high school music teacher in Delaware was awarded $32,000 after his dismissal for written and spoken comments he made to his principal.

The court concluded that "failure to permit expressions of employee disagreement with supervisory conclusions is . . . disruptive of working relationships because discontent and disrespect may be fomented when employees are powerless to object to what they may have concluded are unfounded and erroneous supervisory criticisms."

In another case, a teacher was reinstated with back pay after a jury, upheld on appeal, found she had been dismissed because her personal life style, her physical size, and the location of her house trailer disturbed the school board in her small rural community.

And in Texas, a high school teacher was dismissed because she administered to her class a *Psychology Today* survey entitled "Masculinity—What It Means to Be A Man Today."

The survey caused concern among some members of the community and the high school principal asked the teacher to resign.

She sued the school district and board members with help from the Texas State Teachers Association and the NEA DuShane Fund, charging that her First Amendment right to free speech and Fourteenth Amendment right to due process had been violated.

The federal district court concurred and awarded the teacher $41,000 in back pay (minus alternate earnings) and reinstatement.

In all of the above cases, teachers were granted financial damages (usually in the form of back pay), and when requested, reinstatement.

The U.S. Supreme Court supplied another NEA First Amendment victory when it supported the Association's contention in *Givhan v. Western Line Consolidated School District* that comments made by a teacher to her principal were not excluded from all First Amendment protection merely because they were made privately. The teacher in *Givhan* was supported financially in her lawsuit by NEA and the case was argued in the Supreme Court in behalf of Givhan by the NEA deputy general counsel.

Tenure Laws

State Courts were given ample opportunity this year to interpret and enforce numerous teacher tenure laws. Many of the resulting decisions indicated that the laws are being interpreted as doing what they were intended to do—ensuring teachers due process rights and fair employment practices. Around the country teachers were awarded back pay and reinstatement after having been denied these guarantees.

The rights of summer-term teachers were affirmed in Connecticut, and in Oklahoma, probationary teachers had their due process rights upheld. Proof of failure to provide fair hearings and/or proper evaluations and warnings resulted in the reinstatement with back pay of teachers in Kentucky. And in Colorado, the state's highest court determined that, under both its tenure law and the U.S. Constitution, riffed teachers were entitled to a full due-process hearing. The Nebraska teacher tenure law was interpreted as requiring a school board to rehire teachers, whose jobs were abolished, for any vacancy for which they are qualified.

Affirmative Action/Desegregation

The Supreme Court handed down two favorable decisions in suits in which NEA had filed *amicus* briefs. In *U.S. Steelworkers v. Weber*, the Court upheld the legality of voluntary affirmative action programs. Although not directly affecting public employees, the decision was seen as a substantial boost for efforts to bring minorities and women into well-paying jobs.

In two northern city desegregation cases, the Court upheld busing plans to accomplish racial desegregation. The decisions in *Columbus Board of Education v. Penick* and *Dayton Board of Education v. Brinkman* were viewed as a bellwether for the future of desegregation of northern school systems.

Women's Rights

One constant source of litigation appears to have been resolved legislatively with the passage of the *Pregnancy Disability Bill*, which definitively established discrimination on the basis of pregnancy as sex discrimination.

Thanks to this new amendment to Title VII of the 1964 Civil Rights Act, pregnant workers must receive the same sick leave, disability leave, health benefits, and seniority rights as other workers. The days of forced leave, or maternity leave without pay, are over.

Censorship

This year censorship efforts have been focused on text and library materials that are allegedly "pornographic," "depressing," "anti-God," "anti-American," and "anti-family."

Stuart Gibbs, a teacher in Matthews, Va., was fired in April 1979, when he assigned Aldous Huxley's 1932 novel, *Brave New World*, to his high school history class and refused to rescind the assignment when asked to by his principal. The principal had reacted to complaints of some parents in the community. With the support of the Virginia Education Association and the NEA DuShane Fund, Gibbs filed a First Amendment suit in the U.S. Eastern District Court, Newport News, Va.

Some recent court decisions in censorship cases have not gone well for the advancement of academic freedom. In late July 1979, a federal district court ruled that the school board in Island Trees, N.Y., did not violate the First Amendment when it banned nine books from school library shelves and classrooms. The books included *Best Short Stories by Negro Writers*, edited by Langston Hughes, and *The Fixer*, by Bernard Malamud.

In an Aurora, Colorado, case—joined by NEA and the Colorado and Aurora Education Associations as *amici*—the tenth Circuit Court of Appeals upheld the constitutionality of a school board's rejection of 10 books (out of 1,275 recommended by a textbook selection committee for high school language arts classes). The Court of Appeals upheld a lower court decision supporting the school board. The court asked: "If the board may decide that contemporary poetry may not be offered; if it may select the major text of the course; why may it not go further and exclude certain books from being assigned for instruction in the course?"

NEA HUMAN RIGHTS REPORT
News of special concern to NEA minorities and women

NEA Hosts Human Rights Day Observance

WASHINGTON, D.C.—NEA observed International Human Rights Day on December 10 at a reception with guests from the United Nations Association, officers of the Department of State, and representatives from several foreign embassies.

"The issues of human rights and freedom for all people have seldom been more on the minds and hearts of all Americans than in this time of [the Iran] crisis," said NEA President Willard McGuire. "The Association is strongly committed to the continuing struggle for the achievement of rights enunciated in the Universal Declaration of Human Rights."

Leonard Aries of the National Conference on Christians and Jews (left), talks with Gaye Barker of NEA Teacher Rights and Marcial Tamayo, director of the United Nations Information Center in Washington, D.C.

Rita Zimmer Johnston (left), recording secretary of the United Nations Association, speaks with Mercedes B. Botts, head of the U.N. Association fund drive for Cambodian children, and NEA Vice-President Bernard Freitag.

Talking at NEA's Human Rights Day reception are (from left) Dorothy Crook Hazard, vice-president of the Washington, D.C. chapter of the United Nations Association; Frances Humphrey Howard, sister of the late Sen. Hubert Humphrey and a representative of the United Nations Association; and Bernard Freitag, NEA vice-president.

From left; Roberto Regalado, Cuban Interests Section; Alberto Campillo, Embassy of Mexico; NEA Vice-President Bernard Freitag; and NEA Director of International Relations Braulio Alonso.

Black Rights Activist Reinstated

The president of the Greenwood, Mississippi, Voters League, teacher David Jordan, won his job back through a federal court case supported by the Mississippi Association of Educators and NEA's Unified Legal Services Program.

Jordan was involved in a dispute with the local superintendent when the Voters League demanded the superintendent's resignation because of his "insensitivity" to black issues. Jordan had meetings with the school board and the Chamber of Commerce through the winter of 1978-79 to discuss this and other demands. In the spring of 1979 the superintendent, overruling the recommendation of Jordan's principal, recommended the nonrenewal of Jordan, which was backed by the school board. Jordan was the only teacher who was not recommended for rehiring.

A court suit filed by Jordan charged that the nonrenewal was in response to Jordan's constitutionally protected activities, and thus illegal. The board and superintendent claimed that Jordan's continued employment would disrupt faculty discipline and hamper the superintendent's ability to direct the employees of the school district and operate the system effectively.

The court concluded that Jordan's actions did not have a damaging effect on the faculty or students, and that he was protected under the First Amendment.

Jordan was ordered reinstated to his teaching position for the 1979-80 year.

NEA FINANCIAL REPORT TO MEMBERS

by Secretary-Treasurer John T. McGarigal

To the Executive Committee and Members of the National Education Association of the United States:

We have examined the balance sheets of the General Fund, Capital Improvement Fund and Special Purpose Funds of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES (a nonpofit corporation incorporated by Act of the United States Congress) as of August 31, 1979 and 1978, and the related statements of General Fund activity and changes in financial position for the years then ended and the Special Purpose Funds activity and changes in fund balances for the year ended August 31, 1979. Our examinations were made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our auditors' report dated November 6, 1978, our opinion on the 1978 financial statement was qualified as being subject to the effect on the financial statements of such adjustments, if any, as might have been required had the outcome of certain litigation regarding membership dues been known. As explained in Note 3, the litigation was settled as of April 25, 1979, in favor of the Association. Accordingly, our present opinion on the 1978 financial statements, as presented herein, is different from that expressed in our previous report.

In our opinion, the financial statements referred to above present fairly the financial position of the General Fund, Capital Improvement Fund and Special Purpose Funds of the National Education Association of the United States as of August 31, 1979 and 1978, and the results of General Fund activity and changes in financial position for the years then ended and the results of Special Purpose activity and changes in fund balance for the year ended August 31, 1979, in conformity with generally accepted accounting principles applied on a consistent basis subsequent to the change (with which we concur) made as of September 1, 1977, in accounting for depreciation as described in Note 2 to the financial statements.

Arthur Andersen & Co.

Washington, D.C.,
October 29, 1979.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES BALANCE SHEETS AUGUST 31

GENERAL FUND

ASSETS

	1979	1978
CURRENT ASSETS:		
Cash and short-term investments	$ 1,266,285	$ 297,671
Membership dues receivable from state associations—		
Notes, current portion (Note 3)	136,915	162,666
Other, net of reserves for cancellations of $716,796 in 1979 and $811,140 in 1978.	9,991,708	10,944,636
Notes receivable—other; current portion (Note 2)	760,000	5,000
Publication sales and advertising receivables	78,741	94,442
Amounts due from affiliates and other organizations (Note 2)	146,606	182,810
Prepaid expenses	353,627	6,000
Other assets	429,731	567,559
	13,183,613	12,260,784
LONG-TERM ASSETS:		
Investment in securities at cost which approximates market value	10,470	90,470
Notes receivable—dues; long-term portion (Note 3)	1,248,603	266,784
Notes receivable—other; long-term portion (Note 3)	595,000	20,000
Investment in nonoperating land and land improvements, at cost (Note 2)	—	980,705
Equipment, less accumulated depreciation of $85,996 in 1979 and $40,990 in 1978	163,392	180,033
	2,017,465	1,537,992
Total general fund assets	$15,201,078	$13,798,776

LIABILITIES AND FUND BALANCES

	1979	1978
CURRENT LIABILITIES:		
Notes payable under line of credit (Note 6)	$ —	$ 1,200,000
Installment notes payable	34,063	31,269
Accounts payable and accrued liabilities	1,711,330	1,748,273
Accrued vacation	2,228,119	2,026,303
Amount due to state and local affiliates under indemnification agreements (Note 4)	150,000	397,411
Amount due to special purpose funds (Note 1)	665,548	1,193,142
Amounts due to capital improvement fund (Note 1)	272,823	—
Amount held for affiliates and other organizations (Note 2)	144,954	298,417
	5,206,837	6,894,815
LONG-TERM LIABILITIES:		
Installment notes payable	88,914	122,977
Accrued severance pay	1,194,124	887,490
	1,283,038	1,010,467
Total liabilities	6,489,875	7,905,282
COMMITMENTS AND CONTINGENCIES (Notes 6 and 8)		
FUND BALANCE:		
Beginning of year	5,893,494	8,029,520
Excess income (expenses)	2,817,709	(2,136,026)
End of year (Note 2)	8,711,203	5,893,494
Total general fund liabilities and fund balance	$15,201,078	$13,798,776

CAPITAL IMPROVEMENT FUND

	1979	1978
Cash and short-term investments	$ 736	$ 441,673
Land, at cost	1,753,777	1,753,777
Building, at cost, less accumulated depreciation of $4,382,046 in 1979 and $4,151,693 in 1978	7,226,429	7,279,435
Amount due from general fund	272,823	—
Total capital improvement fund assets	$ 9,253,765	$ 9,474,885

	1979	1978
Fund balance, beginning of year	$ 9,474,885	$13,595,503
Cumulative effect for the change in accounting for depreciation (Note 2)	—	(3,923,071)
Balance, beginning of year, adjusted	9,474,885	9,672,432
Interest income	9,233	31,075
Depreciation (Note 2)	(230,353)	(228,622)
Total capital improvement fund balance	$ 9,253,765	$ 9,474,885

The accompanying notes are an integral part of these balance sheets.

STATEMENTS OF GENERAL FUND ACTIVITY FOR THE YEARS ENDED AUGUST 31

	1979 Budget	1979 Actual	1978 Actual
INCOME:			
Membership dues (net of indemnification agreement allowances of $286,000 in 1979 and $400,000 in 1978) (Note 2)	$55,268,495	$54,966,837	$46,955,344
Advertising	550,000	852,997	731,169
Interest and investment income (Note 2)	100,000	596,581	113,777
Fees and services, principally from affiliates and other organizations	710,000	832,045	763,076
Miscellaneous	—	39,059	40,002
	56,628,495	57,287,519	48,603,368
EXPENSES BY GOAL:			
Significant Legislative Support for Public Education	3,261,927	3,065,523	1,837,646
Human and Civil Rights in Education	5,556,741	6,221,363	6,952,362
Leadership in Solving Social Problems	294,109	280,207	273,430
An Independent, United Teaching Organization	8,843,203	8,714,941	8,250,491
Professional Excellence	4,785,831	4,823,907	4,479,470
Economic and Professional Security for All Educators	5,896,088	5,678,934	4,755,175
Basic Support Systems—			
Communications	3,028,175	2,668,501	2,342,122
UniServ	11,409,637	11,166,018	9,622,751
Research	—	—	1,479,021
Governance	3,311,698	3,521,610	3,109,476
Administrative Services	8,171,617	8,328,806	7,637,450
	54,559,026	54,469,810	50,739,394
EXCESS OF INCOME (EXPENSES)	$ 2,069,469	$ 2,817,709	$ (2,136,026)

SCHEDULE OF EXPENSES BY TYPE

	1979	1978
Salaries and benefits (Note 7)	$17,691,359	$16,034,976
Grants to and joint projects with state and local associations	15,220,169	13,880,580
Travel	5,224,667	5,080,075
Publication costs	2,969,063	2,681,878
Outside services (including consultants, printing, legal and audit)	5,338,842	4,880,577
Office expenses (including telephone, office supplies and utilities)	2,156,558	1,917,314
Administrative expenses (including interest, insurance and rent)	1,334,623	1,007,962
Grants to affiliates (Note 5)	2,957,500	3,668,620
Machinery rentals, repairs, materials and supplies	1,577,029	1,587,412
	$54,469,810	$50,739,394

STATEMENTS OF CHANGES IN FINANCIAL POSITION FOR THE YEARS ENDED AUGUST 31

GENERAL FUND

	1979	1978
SOURCES OF CASH:		
Membership dues—		
Current year	$45,068,876	$38,718,762
Prior years	10,275,348	8,676,581
Advertising and publication sales	1,881,708	1,544,234
Proceeds from short-term borrowing, Capital Improvement Fund	272,823	—
Proceeds from short-term borrowings, net	—	900,000
Proceeds from sale of securities	92,750	—
Proceeds from sale of Reston property (Note 2)	300,768	—
Fees and services, principally from affiliates and other organizations	832,045	763,076
Interest and investment income	243,231	108,271
Excess receipts from special purpose funds	—	229,622
Excess receipts from affiliates and other organizations	—	258,104
Other	—	162,445
Total sources of cash	58,967,549	51,361,095
USES OF CASH:		
Expenses	53,826,705	50,337,571
Indemnification payments to state and local associations for loss of membership	533,301	1,030,954
Equipment purchases, net	31,269	25,787
Excess disbursements for special purpose funds	1,604,862	—
Reduction in short-term borrowings, net	1,200,000	—
Commissions, production and promotional charges for advertising and publications	433,515	229,237
Excess disbursements for affiliates and other organizations	342,754	—
Other	26,529	—
Total uses of cash	57,998,935	51,623,549
INCREASE (DECREASE) IN CASH	968,614	(262,454)
CASH BALANCE, beginning of year	297,671	560,125
CASH BALANCE, end of year	$ 1,266,285	$ 297,671

BALANCE SHEETS AUGUST 31, SPECIAL PURPOSE FUNDS (Note 1)

ASSETS

	1979	1978
CASH	$ 183,473	$ 199,725
RECEIVABLES FROM TRAVEL TOUR PARTICIPANTS AND AGENTS	285,565	198,609
ADVANCE PAYMENTS MADE ON TRAVEL TOURS	85,050	31,087
INVESTMENT SECURITIES, at cost, which approximates market	169,764	182,749
AMOUNT DUE FROM GENERAL FUND	665,548	1,193,142
Total assets	$ 1,389,400	$ 1,805,312

LIABILITIES AND FUND BALANCES

	1979	1978
LIABILITIES:		
Accounts payable and accrued liabilities	$ 633,526	$ 1,305,996
Deferred income on travel tours and the International Institute	—	65,981
	633,526	1,371,977
FUND BALANCES, beginning of year	433,335	(88,304)
Excess income	322,539	521,639
FUND BALANCES, end of year	755,874	433,335
Total liabilities and fund balances	$ 1,389,400	$ 1,805,312

STATEMENT OF ACTIVITY AND CHANGES IN FUND BALANCE FOR THE YEAR ENDED AUGUST 31, 1979 SPECIAL PURPOSE FUNDS

	Balance August 31, 1978	Income: Association	Income: Other	Expenses	Balance August 31, 1979
DuShane Fund (Note 5)	$ 3,480	$2,800,000	$ 49,962	$2,828,218	$ 25,224
Reserve for Employee Retirement Benefits	263,077	—	—	15,888	247,189
Hilda Maehling Fellowship Fund	137,670	5,000	3,858	6,643	139,885
William G. Carr Scholarship Award	53,973	—	3,431	2,227	55,177
Educational Technology Contracts and Grants	8,147	—	4,919	500	12,566
School Nurses Project—Child Abuse	2,675	—	—	2,675	—
Global Teachers Meeting	204	—	—	—	204
Givens Room Project	79	—	—	79	—
National Institute of Education	351	—	427,096	427,447	—
School Nurses Project—R. Wood Foundation	—	—	25,000	13,757	11,243
NAACP Assistance	45,993	—	—	—	45,993
USOE Ethnic Studies Grant	1,782	—	—	1,025	757
Teacher Exchange Project	135,157	—	—	36,020	99,137
Special Services and Educational Travel Trust Funds	(219,253)	—	3,583,140	3,245,388	118,499
	$ 433,335	$2,805,000	$4,097,406	$6,579,867	$755,874

NOTES TO FINANCIAL STATEMENTS AUGUST 31, 1979 AND 1978

(1) COMPOSITION OF FUNDS

General Fund—The Bylaws of the National Education Association of the United States (the "Association") provide that the General Fund shall comprise all income received in the form of dues, interest, dividends, fees, earnings from advertising, sales of Association publications and payments for services and funds received by gift, bequest, devise or transfer to the Association, which are not specifically designated for deposit in the Capital Improvement Fund. All operating accounts and debt services shall be paid out of the General Fund.

Capital Improvement Fund—The Capital Improvement Fund shall comprise the properties and permanent investments of the Association, and other funds or properties received by gift, devise, bequest or transfer for deposit in the Fund. Disbursement from the Capital Improvement Fund to acquire new properties or to provide for major long-term improvements in existing properties must be authorized by a two-thirds vote of the Board of Directors. Expenditures from this Fund for any other purpose must be authorized by a two-thirds vote of the Representative Assembly.

Special Purpose Funds—The Association has various Special Purpose Funds which consist of restricted funds or funds designated for specific projects and purposes. Special Purpose Funds include activities such as the DuShane Fund (see Note 5), government and private contracts and grants, the organization of travel tours and the administration of various services such as annuity and insurance plans for members.

(2) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Association is a nonprofit corporation incorporated under a special Act of the United States Congress. During 1978, the Association's Federal income tax status was changed from 501(c)(6) to 501(c)(5) by the Internal Revenue Service based upon an examination of the Association's tax returns through the years ending August 31, 1976. The Association is exempt from Federal income taxes, except for income derived from unrelated business activities. For the years ended August 31, 1979 and 1978, the Association incurred a loss from these activities and, accordingly, no provision for income taxes has been included in the accompanying financial statements.

Governance Affiliates, Non-Governance Affiliates and Other Organizations—The Association provides various administrative services and acts as custodian for the funds of certain Governance and Non-Governance Affiliates and other organizations which also offer services to members of the Association and to other educators. However, each of these organizations has a separate Board of Directors and operates independently of the Association. Accordingly, the accompanying financial statements present the financial activity of the Association exclusive of these organizations, except for the funds held by the Association as custodian.

General Fund Budget—The budget of the Association is designed to achieve the goals and objectives of the Association. The budget amounts included in the statement of General Fund activity are as approved by the Association's Representative Assembly and amended by the Board of Directors, as set forth in guidelines approved by the Representative Assembly and the Board of Directors.

General Fund Operating Reserve—In accordance with the Association's Bylaws, the Board of Directors authorized the transfer of the excess of income over expenses for the year ended August 31, 1976, totaling $1,054,108, directly to an Operating Reserve. Appropriations from the Operating Reserve may be made only after approval by a two-thirds vote of the Board of Directors.

Life Membership—In July 1973, the Representative Assembly approved the discontinuance of life membership. However, all life membership applications received prior to that date will continue in force under their original terms which allow for the payment of life memberships in equal installments over a period of 10 years.

For the years ended August 31, 1979 and 1978, total life membership receipts were $1,414,000 and $1,703,000, respectively. Such amounts are included in membership dues in the accompanying statement of General Fund activity. At August 31, 1979 and August 31, 1978, the aggregate outstanding receivable balances from life membership were approximately $1,413,000 and $2,837,000, respectively. This amount has not been recorded in the accompanying financial statements since it is not possible to estimate the amount which will ultimately be collected.

Investment in Nonoperating Land and Improvements—In May 1979, the Association sold approximately 27 acres of land in Reston, Virginia, for $1,400,000. The terms of the sale included $450,000 at settlement, with the balance payable as follows: $375,000 in 1980, $287,500 in 1981 and $287,500 in 1982, at the rate of 9% interest per annum. The Association recognized a gain on the sale in the amount of $255,380 and, accordingly, the gain is recorded in the Statement of General Fund Activity.

Property, Equipment and Depreciation—Effective September 1, 1977, the Association changed its accounting policy and began recording depreciation on its building in the Capital Improvement Fund. This depreciation was recorded on the building, retroactive to the date of construction, on the straight-line method. The accompanying financial statements include a one-time catch-up provision for depreciation through September 1, 1977, of $3,923,071. The Association also capitalizes assets (principally furniture and equipment) in the General Fund with a cost in excess of $2,500 and depreciates these assets on a straight-line method over the estimated useful life of the assets. Accordingly, depreciation was recorded in 1979 in the amount of $45,006 and in 1978 in the amount of $40,990.

(3) MEMBERSHIP DUES RECEIVABLE FROM STATE ASSOCIATIONS

A portion of membership dues not paid by certain state associations is represented by interest-bearing and noninterest-bearing notes which are payable to the Association in varying amounts through 1982. Noninterest bearing notes are recorded at their discounted present value. The resultant discount is recorded currently as expense and subsequently accrued as interest income over the life of the note. The following is a summary of the notes, representing dues receivable applicable to fiscal years ending as shown, as of August 31, 1979 and 1978.

	1979 Current	1979 Long-Term	1978 Current	1978 Long-Term
1972 and prior	$ 8,936	$ 94,442	$ 59,687	$107,947
1975	125,000	50,000	100,000	150,000
1976	—	1,098,277	—	—
1978	2,979	5,884	2,979	8,837
	$136,915	$1,248,603	$162,666	$266,784

In 1976, the New York State United Teachers (NYSUT) terminated its affiliation with the Association. The Association thereafter instituted a lawsuit seeking from NYSUT certain payments, stemming primarily from NYSUT's obligation to transmit dues from Association members in New York and from the merger agreement between the Association and the American Federation of Teachers, which originally created NYSUT. Pursuant to an agreement dated April 25, 1979, the lawsuit was settled, and NYSUT agreed to pay the Association $2,300,000 in three installments: $1,000,000 on or before September 1, 1979 (amount received before August 31, 1979); $650,000 on or before September 1, 1980 and $650,000 on or before September 1981.

(4) AMOUNT DUE TO STATE AND LOCAL ASSOCIATIONS UNDER INDEMNIFICATION AGREEMENTS

The amount payable to state and local associations under indemnification agreements represents an estimate of the Association's liability to certain state and local associations for reimbursement of their losses in membership income for a period of up to three years subsequent to the year of unification. The actual amount of the liability cannot be finally determined until the state and local associations submit their claims for reimbursement.

(5) DU SHANE FUND

The DuShane Fund was established by the Representative Assembly to protect the human, civil and professional rights of educators. Loans outstanding to teachers and state associations totaled $1,208,000 in 1979 and $1,452,000 in 1978. The ultimate collectibility of these loans cannot be determined and, accordingly, they are not reflected in the accompanying financial statements. Collections on these loans will be recorded as increases in the DuShane Fund, if and when received. During 1979 and 1978, $50,000 and $26,000, respectively, was collected and recorded as income in the accompanying financial statements.

(6) BANK LINE OF CREDIT

The Association has a $12,000,000 line of credit from a commercial bank at the prime rate. The maximum amount outstanding at any time during the years ended August 31, 1979 and 1978, was $9,400,000 and $9,900,000, respectively. Interest expense for 1979 and 1978 was $266,000 and $224,000, respectively.

On October 29, 1979, under its line of credit, the Association guaranteed a loan from a commercial bank to a state affiliate in the amount of $2,000,000. The loan is secured by a recorded deed of trust to the bank on the state affiliate's headquarters building.

(7) RETIREMENT PLAN

The Association has a contributory retirement plan which covers substantially all permanent employees. The Association's policy is to fund retirement costs accrued. Retirement plan expense for the years ended August 31, 1979 and 1978, was approximately $1,588,000 and $1,416,000, respectively. The latest actuarial valuation as of January 1, 1979, stated that the retirement plan had no unfunded liabilities.

(8) CONTINGENCIES

National Teachers Assistance Fund, Inc.—The National Teachers Assistance Fund, Inc. ("NTAF") is a nonprofit corporation established for the purpose of providing financial and other assistance to member organizations and their individual members involved in disputes over terms and conditions of employment. In this connection, the NTAF has from time to time guaranteed loans made by commercial banks to teachers who were involved in such disputes. These loans are secured by letters of credit from those state affiliates which are members of the NTAF and also by the Association's letter of credit in the amount of $1,600,000, on which the Association pays a commitment fee. In the event of default on a loan, the Bylaws of NTAF provide that the bank shall first draw upon the letter of credit of the state affiliate from which the funds were transmitted and, thereafter, proportionately from all other letters of credit, including the Association's.

As of August 31, 1979, the Association is contingently liable for $400,000 of the $800,000 loans guaranteed by the NTAF in the event of default. Losses from defaults since the inception of NTAF have not been significant.

NEA-PAC Litigation—In September 1977, the Federal Election Commission filed a civil action in the U.S. District Court for the District of Columbia against the Association, the NEA Political Action Committee ("NEA-PAC") and 18 of the Association's state affiliates alleging violations of the Federal Election Campaign Act of 1971. The Commission claimed that the use of the "reverse check-off" procedure for the collection of political contributions for the NEA-PAC was illegal.

On July 20, 1978, the Court held that the reverse check-off procedure was illegal, and on November 3, 1978, ordered the defendants to implement a plan pursuant to which contributors who wished to obtain a refund of the illegally collected money could do so.

Implementation of the refund plan was completed during the Association's 1978-79 fiscal year. A final accounting was filed with the Court on August 31, 1979, and the defendants presently are awaiting Court approval of the accounting. The refunds themselves were paid by NEA-PAC, but the administrative costs for implementation of the plan were paid by the Association. These latter amounts are included in the accompanying financial statements.

Other Litigation—The Association is currently engaged as a co-defendant in litigation seeking damages in connection with a strike action. It is difficult to assess ultimate damage exposure, if any, until a number of questions have been resolved. Based upon legal counsel's opinion as to the ultimate disposition of these legal proceedings, management believes that the liability, if any, would not materially adversely affect the financial position of the Association.

NEA Publishing Seeks Manuscripts

WASHINGTON, D.C.—NEA Publishing is looking for manuscripts on teaching handicapped students in the following areas: English, mathematics, social studies, physical education, and vocational education.

A series of publications will be printed by NEA in 1980 concentrating on practical teaching methods for use by general classroom teachers who work with handicapped students. A book on science education for handicapped children has already been completed.

The series will include short, nontechnical, action articles. Each book will be a collection of chapters by individual writers. The suggested length for manuscripts is 800 to 2,500 words.

If you have developed ideas for teaching handicapped students in one of the content areas listed above, contact Gordon Felton, Manager, NEA Publishing, 1201 16th Street, N.W., Washington, DC 20036.

Suggestions for preparing your manuscript and general guidelines will be mailed to you. In your letter be sure to state the grade level you teach as well as the content area.

IPD Regional Conferences Set

NEA Instruction and Professional Development Regional Conferences will be held from January through July 1980.

The conferences will include workshops on testing, discipline, teacher stress, teacher centers, education of the handicapped, education of the gifted and talented, teachers and public policy, professional development, cross-cultural education, and negotiating class size. Two of the regionals, in Boston and Knoxville, will have workshops on higher education.

Participation in the NEA-IPD regional conferences is open to all NEA members. A part of each conference will focus on an issue of particular interest to teachers in the region. Members are urged but not required to attend the conference in their region (see listing of states for each region below).

The $10 registration fee covers cost of speakers, materials, and refreshments. An optional, additional charge will be made for meal functions. Contact Felicia Haynes for more information at NEA/IPD, 1201 16th Street, N.W., Washington, DC 20036, phone (202) 833-4117.

Dates and locations for the conferences are:

Western States (Arizona, Arkansas, Colorado, Kansas, Louisiana, Nebraska, New Mexico, North Dakota, Oklahoma, Texas, Utah, Wyoming)—January 26-27—Dallas, Texas.

Mid-Atlantic States (Delaware, Maryland, New Jersey, Pennsylvania)—March 8-9—Baltimore, Maryland.

Southeastern States (Alabama, District of Columbia, Florida, Georgia, Kentucky, Mississippi, Missouri, North Carolina, Puerto Rico, South Carolina, Tennessee, Virginia, West Virginia)—March 22-23—Knoxville, Tennessee.

New England States (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)—April 19-20—Boston, Massachusetts.

Great Lakes States (Illinois, Indiana, Iowa, Michigan, Minnesota, New York, Ohio, Overseas, South Dakota, Wisconsin)—May 10-11—Columbus, Ohio.

West Coast States (Alaska, California, Hawaii, Idaho, Montana, Nevada, Oregon, Washington)—July 8-9—Long Beach, California.

NEA Recommends PBS Series on the American Presidency

Howard K. Smith (left) asks President Jimmy Carter about the quality most needed to be a successful Chief Executive in "Every Four Years," a PBS television series being recommended for viewing by NEA. Carter said integrity is the one most important quality. Smith asks this and other questions of all three living U.S. Presidents in this three-part series, produced by WHYY (Philadelphia-Wilmington) for national PBS viewing starting January 23 at 9 p.m. (eastern time). Emmy Award-winning Don Fouser, producer of the series, calls it "one of the most ambitious examinations ever undertaken of this fascinating office." PBS has mailed teaching guides for the series to every junior and senior high school social studies department in the nation.

NEA Conferees Preview New TV Science Series

NEA teachers and professors attending a recent Conference on Instruction and Professional Development in Washington, D.C., got an early look at "3-2-1 CONTACT," a new PBS television series that is being recommended for viewing by NEA. Joan Ganz Cooney (at lectern above), president of the Children's Television Workshop, told the conferees that the series is an effort to make science fun for 8-to-12-year olds who think the subject dull or remote. "3-2-1 CONTACT" will be broadcast in the late afternoon by the more than 280 stations of the Public Broadcasting Service beginning January 14.

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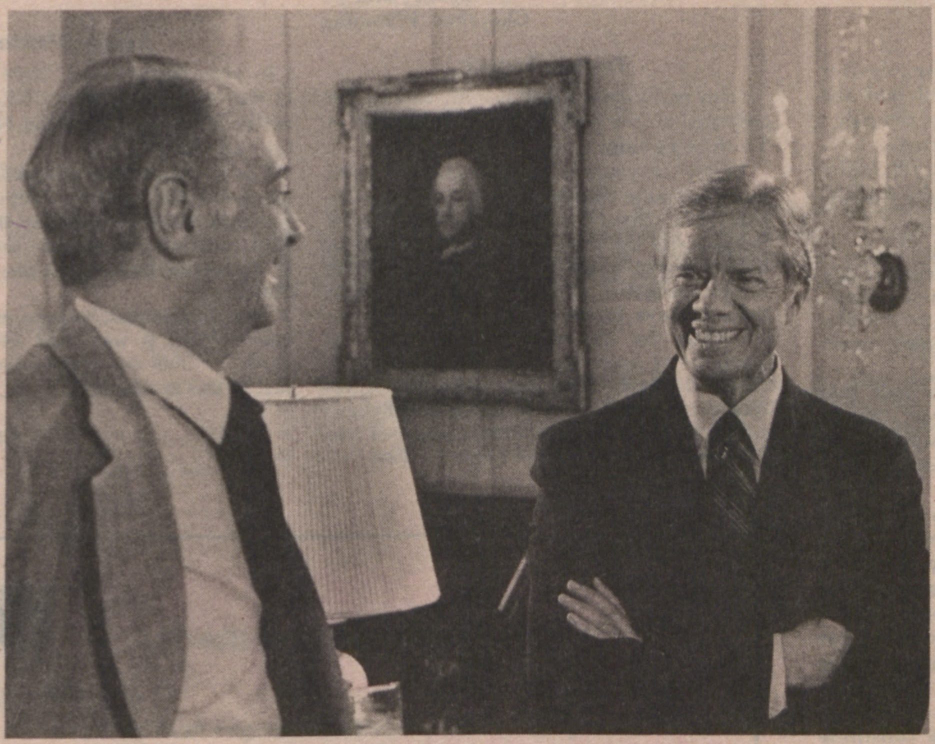

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LETTERS

A member's forum—especially, a place for dissenting members to share their concerns.

Smear Campaign

The ERA Quiz in the November *Reporter* was great. Hopefully, people will read the answers and realize what a smear campaign the anti-ERA forces have conducted.

Cary B. Miller
Coeur d'Alene, Idaho

Teacher Stress

As an attorney who has been representing teachers for close to twenty years, I found the articles on teachers' stress in the October 1979 Reporter to be extremely interesting.

I was, however, surprised to find that there was no mention of the fact that in many states a teacher who develops a stress related illness may be eligible for workers' compensation.

In California we have been extremely successful in establishing that there is a relationship between stress in the classroom and various stress related diseases, such as cardiac problems, psychoneurosis, ulcers, gastritis, colitis, and the like, and year after year we have been successful in assisting teachers in receiving millions of dollars for these disabilities, since under California law, at least, these diseases do constitute industrial illnesses.

Of course, no amount of money can compensate a teacher or anyone else for illnesses which are related to stress in the classroom. However, if the teacher does become ill, an investigation certainly should be made into whether or not the workers' compensation laws in that particular state provide a remedy.

Furthermore, we have discovered that when the local Board of Education starts paying out substantial sums of money to compensate teachers for these stress related diseases, an incentive is given to develop programs to reduce stress, and thus reduce the chances of developing a stress related disease for teachers who have not yet become ill.

Barry Satzman
Los Angeles, California

Members' letters are welcome. Please address them to Editor, *NEA Reporter*, 1201 Sixteenth St., N.W., Washington, DC 20036.

Your recent emphasis on the pressures on teachers which result in stress and tension performs the kind of service your members need, but it does not go far enough. That is, we are making progress when we report that tense teachers are not entirely at fault themselves when they start feeling as if they're losing their minds—and we have generally in the past blamed ourselves and searched introspectively for our own failings when students were inattentive or disruptive—but that school problems may be social in nature.

That's fine. But how about more analysis of the causes? And how about pointing out the direction for the cures?

When I try to analyze why some of my lessons fail to hold students' attention, I often find myself facing the fact that my preparation was too shallow.

And when I try to review why I did not find the time to prepare a more successful lesson, I must confront the fact that twenty-five hours a week in the classroom is the kind of working day for intellectual labor which does not sufficiently recognize that an intellectual performance in front of a class requires the necessary intellectual preparation time. When I had recorded the grades of current student work; prepared curriculum materials for the coming lessons; ordered my audio-visual materials for the coming week; helped some students who asked for further explanation of how to write documented essays—when I had done the necessary routine work of my job, there was insufficient time left for the kind of preparation which creates sparkling lessons of absorbing interest.

So we have to talk about the twenty-five hour classroom week if we want to probe into teacher stress and tension. The National Education Association has done a great deal to suggest avenues of creative teaching, but has not been combative enough about the kind of working conditions conducive to intellectual labor.

Sydney Spiegel
Cheyenne, Wyoming

Truth in Testing

I am really concerned . . . in reading the contents of the bill proposed to result in Truth in Testing.

In my 15 years as a counselor I cannot recall a single student being denied admission to a school based on low test scores. Schools use the test scores as an additional indicator with grade-point average and class ranks being the most important indicator. Schools have found the only better indicator than the above is a combination of grade-point averages and a test score. If this bill passes I see two possible consequences. (1) The cost of the test will have to be increased and the frequency of the test being given decreased, both causing additional hardships on many students, or (2) standardized tests as we know them going out of existence. Is this what we want?

James Boelman
West Union, Iowa

Against Metrics

In your September 1, 1979 issue on page 11 was an article about a NEA Board member being on the American National Metric Council (AMMC).

I wish to protest my national organizations (NEA) action in supporting this. I don't want my dues money that goes to the NEA to be used to support this action which is unwanted by the people of the United States.

The duodecimal system would be much better. With it we could keep our inches, yards, pounds and quarts. People could adjust to this much easier.

Arby Talley
Attalla, Alabama

Teacher Image

I am very pleased to have the list of le islators (which sounds better than yo "Congresspersons") and the tally of the votes for and against the new Departme of Education, but not for the reason yo might suspect. I intend to write to tho who voted against it to let them know th many teachers opposed this new burea cratic monstrosity.

Your publication is a source of great a noyance to me because it pretends to ha the support of all members and this is ju not true. The image of the American teach as projected in the pages of this miserab paper is not one which will help win frien for NEA. The personal appearance of tho you photograph is most often not becomi professional people. I believe that "teac ers" and not "teaching" is what concer you most and salaries and benefits are yo sole concern.

Mrs. Robert Lyn
Thousand Oaks, Califor

NEA IN-HOSPITAL BENEFIT PLAN PAYS YOU $40, $60 or $80 PER DAY

This economical Group Insurance Plan will help you meet today's escalating hospital costs.

Now, with your Association's exclusive In-Hospital Benefit Plan, you and your family can have insurance coverage that helps alleviate this situation—and at a very reasonable cost. Your Association is sponsoring this particular plan because it was created specifically with you and your needs in mind. It is designed to be—and we believe it is—one of the best and most comprehensive plans of its kind available.

Features:

- **Benefits paid in *addition* to any other insurance coverage you may have, with payments made directly to you unless you specify otherwise.**
- **Guaranteed acceptance—no medical examination or health questionnaires required. (Note, however, the provision concerning "pre-existing conditions.")**
- **Your spouse and children are eligible.**
- **Benefits doubled for intensive care and for cancer patients.**
- **Convalescent benefits included.**
- **24-hour, world-wide coverage.**

Eligibility:
All unified members of the Association under age 65, their spouses and their dependent children are eligible. This includes all newborns, unmarried children, and legally adopted, foster and stepchildren over 14 days and under 23 years of age, provided they are fully dependent upon you for support and maintenance.

After 65:
After the enrolled member attains age 65, the coverage will *automatically* convert to a Medicare Supplement Plan, regardless of which benefit you have selected. This supplemental plan is outlined in detail in the certificates of insurance.

You can enroll now at new, lower rates.
All premiums have recently been reduced by approximately 15%, and are payable semiannually. The actual premium is based on your age, the daily benefit you select and the family members you want included.

Your In-Hospital benefits begin the very first day you enter the hospital.
Depending on which plan you select, you will receive either $40, $60 or $80 each and every day of your hospitalization—for up to 365 days if necessary—for any covered illness or injury. These payments are made directly to you, unless you specify otherwise.

Example: 31 days hospitalized × $80 = $2,480 you can spend in any way you choose.

Semiannual Premiums

Costs are based on member's age and increase when member reaches the next age bracket

Daily Benefit	Under 30	30-39	40-49	50-59	60-64	65 & Over
$40 Member Only	$ 24.10	$ 28.50	$ 38.50	$ 64.10	$ 80.50	
Member & Spouse	47.70	56.50	76.50	127.70	160.50	
Member, Spouse, Children	61.30	70.10	86.90	136.50	169.30	
Member & Children ($20 benefit for each child)	37.70	42.10	48.90	72.90	89.30	
$60 Member Only	35.90	42.50	57.50	95.90	120.50	
Member & Spouse	71.30	84.50	114.50	191.30	240.50	
Member, Spouse, Children	91.70	104.90	130.10	204.50	253.70	
Member & Children ($30 benefit for each child)	56.30	62.90	73.10	109.10	133.70	
$80 Member Only	47.70	56.50	76.50	127.70	160.50	
Member & Spouse	94.90	112.50	152.50	254.90	320.50	
Member, Spouse, Children	122.10	139.70	173.30	272.50	337.10	
Member & Children ($40 benefit for each child)	74.90	83.70	97.30	145.30	178.10	
Medicare Supplement Plan* Member Only	—	—	—	—	—	$ 80.50
Member & Spouse	—	—	—	—	—	160.50
Member, Spouse, Children	—	—	—	—	—	169.30
Member & Children	—	—	—	—	—	89.30

*Available only to insured members who enrolled before attainment of age 65.

Dependents' benefits:
You may purchase benefits for yo spouse and dependent children. A bene equal to the one you select for yourself payable for an enrolled spouse, if hosp talized. A benefit equal to one-half of th one you select for yourself is payable fo dependent children, if hospitalized.

Since cancer is expensive to treat, cancer patients receive double benefits.
If you are under 65 and being treated fo diagnosed cancer, your benefits are auto matically doubled.

Intensive care usually costs twice as much, so you recieve twice the benefits.
Intensive care units give you round-the clock medical attention and care—at very high cost. So now, for a period of u to seven days, your hospital benefits fo intensive care are doubled.

Benefits payable during convalescence:
Very often, you reach a stage in your re covery where hospital care is no longe necessary and home care isn't quite suff cient. With this plan, you will receive 50 of your selected daily benefits for 30 day while you continue your recovery at a co valescent center.

Each unrelated illness means a claim good for another 365 days.
Each separate physical condition requi ing hospitalization is covered for 36 days. If, for example, your hospital sta lasts three weeks, you have 344 days le of coverage. If your illness recurs within six-month period and you again requi hospitalization, the remaining 344 day are still available if necessary. After a si month period of non-hospitalizatio elapses, you are again eligible for a fu 365 days of benefits for the same cond tion or any other unrelated illness or in jury.

Your coverage will not be terminated because of age or the number of claims submitted.
As long as the Master Contract betwee NEA and the insurance company is in e fect, your coverage will not be terminate provided: (1) you pay the premium; (2) yo maintain membership in the NEA; and (you do not enter the Armed Forces fo more than 30 days of active service.

For more information, please write:

NEA In-Hospital Benefit Plan—R 1-80
1201—16th Street, N.W.
Washington, D.C. 20036

An exclusive and very special plan available only to unified members and their families.

This plan is sponsored and supervised by NEA Special Services.

UNIFIED SPECIAL SERVICES

NEA...Working together

This plan is jointly underwritten by:

INA LIFE INSURANCE COMPANY OF NORTH AMERICA, PHILADELPHIA, PA.

and America's Teachers Horace Ma
Underwritten by Horace Mann Life Insurance Company

TEAR OUT AND SEND IN

NEA TRAVEL SERVICE

Your 1980 Travel Coupon to the World
For both active and retired NEA members

Coupon Information:

1. Check off those travel programs that interest you and you'll receive (a) complete itineraries including all departure cities, prices, day-to-day activities, academic credit information, etc., and (b) registration forms.
2. Fill in the information below to receive your travel information and be placed on the permanent mailing list.
3. Send this page to: NEA Travel Service, 1700 K Street, N.W., Suite 306, Washington, D.C. 20006.

R-1-80

Name: ______________________

Address: ______________________

City: ______________ State: __________ Zip: __________

Tel: ( ) ______________ ( ) ______________
Home Office

NEA Travel Service Features:

- ***Tax Deductible Programs*** • ***24-hour toll-free answering service (800) 424-1050***
- ***Security of your travel payments*** • ***Low cost travel insurance***
- ***Various departure cities*** • ***Travel consumer advocacy***
- ***Credit available on most programs***

Something New:

- ***New travel-study options ON ALL TOURS*** • ***New ways to reduce travel costs***
- ***New air-only to Europe*** • ***New mini-land packages***
- ***New European land-only packages*** • ***New adventure tours***
- ***New help for teachers planning student group travel***

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- ☐ Tour 4: Peking, Shanghai, Kwenming, Canton, Tokyo, Hong Kong (19 days) SF/Seattle $2,699, CHI $2,897, NY $2,959
- ☐ Tour 5: China and Around-the-World: Peking, Sian, Shanghai, Canton, Cairo, Alexandria, Hong Kong (22 days) NY $3,295.

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- ☐ Grand Europe: England, Holland, West Germany, Austria, France, Italy, Switzerland (23 days) NY $1,699.*
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- ☐ Balkan Highlights: Greece, Turkey, Bulgaria, Romania (20 days) NY $1,831.*
- ☐ Scandinavian Holiday: Norway, Sweden, Denmark, Finland (20 days) NY $1,902.*
- ☐ Rome/Paris/London: (15 days) NY $1,488.*
- ☐ Complete Central Europe: Holland, Germany, Austria, Yugoslavia, Italy, France, England (34 days) NY $2,584.*

SOUTH & CENTRAL AMERICA

- ☐ Galapagos and Amazon Cruise (15 days) LA $1,832.
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- ☐ Central American Highlights: Panama, Guatemala, Costa Rica (10 days) LA $906. Prices from NY and Dallas on request.
- ☐ Central American Holiday: Costa Rica, Panama, El Salvador, Guatemala, (15 days) LA $1,312. Prices from NY and Dallas on request.
- ☐ Guatemala Holiday: Guatemala City, Lake Atitlan and Antigua (8 days) LA $806. Prices from NY and Dallas on request.

SOUTH PACIFIC AND ORIENT

- ☐ South Pacific Highlights: Tahiti, Moorea, New Zealand, Australia (23 days) LA $2,775.*
- ☐ Australia-New Zealand: (16 days) LA $1,417.*
- ☐ Tahiti and Polynesian Grand: (14 days) LA $1,607.*
- ☐ Orient: Tokyo, Taipei, Hong Kong, Singapore, Bangkok (16 days) LA $1,865.*

MIDDLE EAST AND AFRICA

- ☐ African Safari: Kenya (16 days) NY $1,996.
- ☐ Egypt: (15 days) NY $1,891.
- ☐ Israel-In-Depth with option to Egypt: (15 days) NY $1,611.

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- ☐ Oahu (8 days) SF as low as $418.*
- ☐ Maui, Oahu (8 days) SF as low as $603.*
- ☐ Hawaii, Maui, Oahu (10 days) SF as low as $735.*
- ☐ Kauai, Hawaii, Maui, Oahu (14 days) SF as low as $925.*
- ☐ Alaska (14 days) Seattle $1,395.
- ☐ Mexico (8 days) Los Angeles $445.*
- ☐ Mexico/Acapulco (8 days) Los Angeles $557.*

RUSSIA

- ☐ Russia (14 days) Moscow, Kiev, Yalta, and Leningrad. NY, Price to be announced.
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CRUISES

- ☐ Mediterranean (17 days) as low as $1,999* NY
- ☐ Scandinavia (17 days) as low as $1,999* NY
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- ☐ Alaska/Canada (8, 9, or 13 day cruise) as low as $959* Vancouver
- ☐ Caribbean (11 or 12 day cruise) as low as $1,340* Fort Lauderdale
- ☐ Send me a listing of over 100 low cost cruise departures in addition to those listed above. (Departures to Caribbean, Mexico, Transcanal, Mediterranean, San Juan, Alaska, South Pacific)

*Other prices and departure cities available with itineraries.

CHARTER TOURS

(Various departure cities available with itinerary)

- ☐ French Riviera/Alps: (14 days) From $803.85
- ☐ Scandinavia: Norway, Sweden, Denmark (14 days) From $903.85
- ☐ Rome/Athens: (14 days) From $803.85
- ☐ Hong Kong: (14 days) From $903.85
- ☐ Alpine Adventure-Option to Oberammergau: Switzerland, Austria, Germany (14 days) From $918.85
- ☐ Rhine River (8 days) From $723.35
- ☐ Bermuda: (8 days) From $458.85

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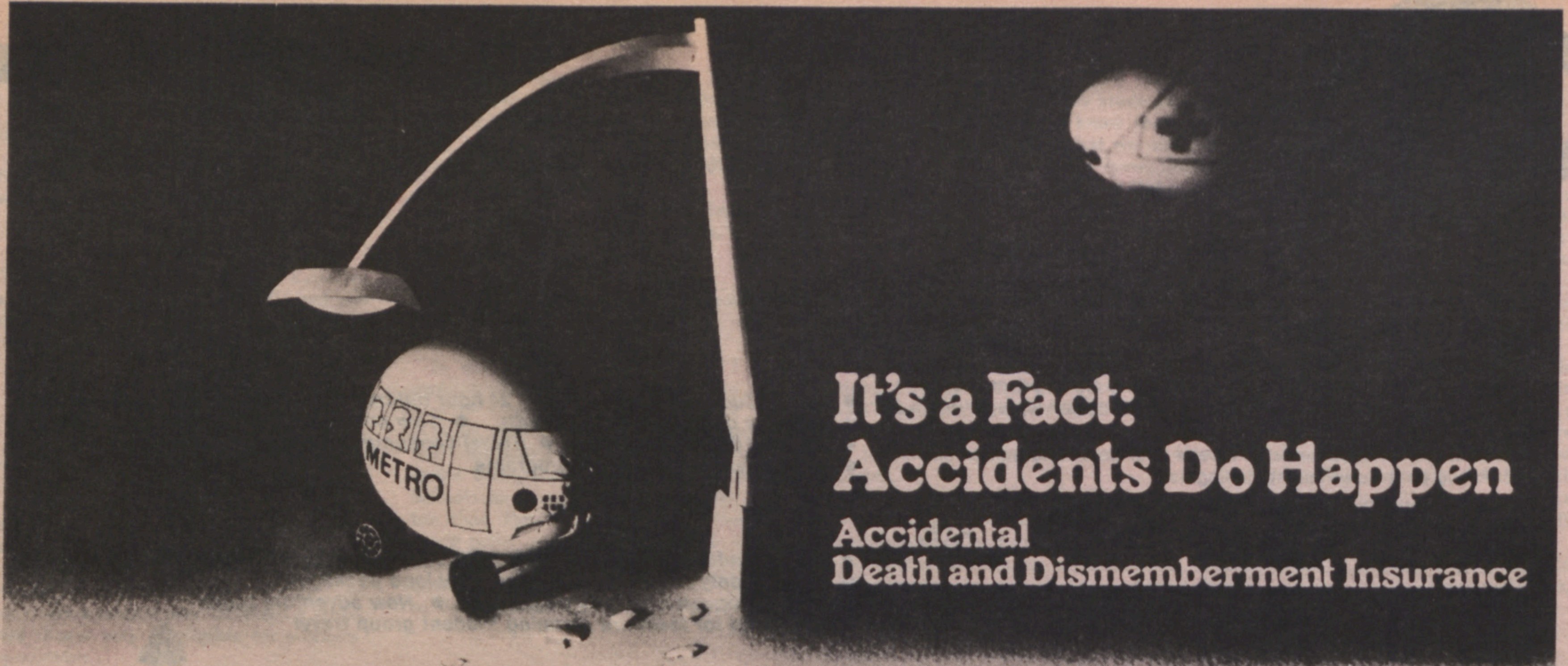
- ☐ Sri Lanka (Ceylon): (17 days) NY $1,793
- ☐ Ecuador/Peru: (14 days) Miami $1,542
- ☐ Upper Amazon/Ecuador: (14 days) Miami $1,112
- ☐ Arctic Circle plus Lapland, Russia, Scandinavia, Poland, Germany: (6 weeks) NY $1,439
- ☐ Tanzania Game Park Safari: (14 days) NY $1,719



Guard Against Accidents ... Help Safeguard Your Financial Security.

A serious accident can change your life and the life style of your family. And, all too often, there is nothing you can do to prevent it.

Because a sudden accident can threaten the valuable and important things in life, your Association, in cooperation with The Prudential Insurance Company of America, has an Accidental Death and Dismemberment (AD&D) policy available to unified members and their families. **For $19 a year, you get the security of knowing your whole family is covered, 24 hours a day, 365 days a year, anywhere in the world. Unified members are eligible for up to $130,000 for certain accidents (as outlined in the table below).** And there's no medical examination required for enrollment.

NEA's AD&D insurance can't protect you from accidents, but it *can* help you guard against the high expenses and financial hardships that often follow.

For an additional $4 a year, members less than age 60 can also get an optional $500 per month Disability Benefit along with AD&D. This benefit assures you a regular income if you become totally disabled as the result of accidental injury. It is payable **regardless** of any sick leave or disability income you may be entitled to from other sources.

Think about the security offered by the full AD&D program with Optional Disability. Don't make an educated guess—make sure. Enroll today for this outstanding Association benefit . . . because you can never outguess the unexpected.

AD&D Benefits are payable as follows:

If the AD&D Coverage is for:	Annual Contribution	Accident Occurring While a Passenger on a Public Conveyance	Any Other Accident
Member Only	$19	$130,000*	$30,000
Member and Eligible Spouse	19	100,000* 30,000	20,000 10,000
Member and Each Eligible Child	19	100,000* 30,000	20,000 10,000
Member, Eligible Spouse and Each Eligible Child	19	100,000* 15,000 15,000	20,000 5,000 5,000

***Benefits marked with asterisk will increase as described under "Unified Membership Has Its Benefits."**

Losses Covered by AD&D:

In any one accident, the full benefit amount determined from the table is payable for the loss of life; both hands; both feet; sight of both eyes; one hand and one foot; one hand and sight of one eye; or one foot and sight of one eye. One-half the benefit is payable for loss in any one accident of one foot; one hand; or the sight of one eye. In order to be covered, these losses must occur within one year** (90 days for persons age 70 or over)** of the covered accident. Benefits are payable to you if living, otherwise to any beneficiary you name.

****Time limitations are not applicable in Pennsylvania.**

Unified Membership Has Its Benefits.

Effective October 1, 1975, your Association and Prudential upgraded certain AD&D benefits, denoted by an asterisk in the table above. The benefit payable to a unified member for a loss resulting from an accident on a public conveyance will increase at the rate of $10,000 on each anniversary of the member's effective date of coverage after October 1, 1975, for five continuous years to a maximum additional benefit of $50,000. For example, after five years, a "member only" would be insured for $180,000 — $130,000 plus $50,000.

Eligibility:

This program is available to all unified members. Eligible dependents may be included for the Accidental Death and Dismemberment portion only.

If your spouse is not already insured as a unified member, he or she can qualify as an eligible dependent as long as you are not legally separated. In addition, all unmarried children (including legally adopted, foster and step-children who are dependent on you for support) are eligible, provided they are between the ages of two weeks and 21 years or to age 25 if dependent upon you for support. Newborn children are automatically insured once they are two weeks old; it is not necessary to notify the insurance company of new dependent inclusions since there will be no additional charge. Dependents' coverage may be added at the time you enroll or at any time thereafter. If both you and your spouse are insured as unified members, only one of you may include your children as dependents. Spouse and children who are insured under this program as unified members are not eligible for coverage as dependents.

Your dependents' coverage will remain in effect until they are no longer eligible as described above, or until your coverage terminates, whichever comes first. Your coverage will continue, regardless of your employment status, for as long as this program is in effect, if you maintain membership in the Unified Association and continue to make the annual contribution. In the case of your death, your dependents will be offered the opportunity to continue until they are no longer eligible.

Optional Disability for $4 Per Year:

(For Members Only: Not Available to Dependents)

For an additional $4 per year, an Optional Disability Benefit can provide you with $500 per month should you become totally disabled within 30 days after and as a result of an accidental injury. The injury must occur while you are insured for this benefit and before you attain age 60. Benefits are payable while you remain totally disabled up to 10 years or until attainment of age 65, whichever occurs first. This benefit will begin after the 26th week of total disability.

To be considered "totally disabled," you must, as a result of your disability, be unable to engage in any and every occupation for which you are reasonably fitted by education, training or experience, and you must not be performing any gainful work. Proof of total disability must be furnished to Prudential as required.

THESE BENEFITS ARE PAID TO YOU *REGARDLESS* OF ANY OTHER COVERAGE YOU MAY HAVE.

Additional Important Facts:

- No medical examination is required for enrollment.
- There is no age limit for enrollment in AD&D coverage. However, the Disability Benefit is limited to members less than age 60.
- NEA's AD&D program is underwritten by The Prudential Insurance Company of America, a company noted for financial responsibility and high quality service for nearly a century.
- Your contribution remains the same no matter how many eligible dependents you include.
- Benefits are paid in full no matter what other insurance coverage you have.

Exclusions (Fine Print):

Optional Disability Benefits are not paid until after the twenty-sixth week of total disability.

For persons under age 70, accidental death and dismemberment losses are not covered if sustained more than a year** after a covered accident; if age 70 or over, more than 90 days**

The program does not cover losses, or disability where applicable, resulting from: suicide; attempt at suicide; intentionally self-inflicted injury; bodily or mental infirmity or disease; infection; war or any act of war; active duty in the armed forces; riding in races or testing automotive vehicles on a track or speedway; riding in (including boarding or leaving) any land or water conveyance operated by a common carrier or any aircraft, if the covered individual is operating or assisting in the operation, is giving or receiving training, or has duties aboard such conveyance or aircraft or, if aircraft, is being used for test or experimental purposes.

****Time limits not applicable in Pennsylvania.**

How to Enroll:

Fill out the enrollment form and mail it to us with your first year's contribution: $19 for the basic AD&D coverage; $23 if you wish to take advantage of the Optional Disability Benefit. Your insurance becomes effective upon receipt of your initial premium payment, and acceptance of your enrollment form by Prudential.

Underwritten by:
Prudential — The Prudential Insurance Company of America, Licensed in all states, Principal offices in Newark, New Jersey

UNIFIED SPECIAL SERVICES
NEA...Working together

ORD 70075 Policy Form Serial U

Accidental Death & Dismemberment Program,
P.O. Box 433, Fort Washington, PA. 19034
R 1-80

Statements By Member To Be Insured (Please print all answers)

NAME ______________________
Last First Middle Initial

RESIDENCE ______________________
Street

______________________ DATE OF BIRTH: ______________________
City State Zip Code Mo. Day Year

BENEFICIARY AND RELATIONSHIP (example: Mary A. Doe, NOT Mrs. John Doe)

____
First Name Middle Initial Last Name Relationship

ARE YOU A UNIFIED MEMBER? ☐ Yes ☐ No

INDICATE COVERAGE DESIRED:

☐ AD&D PLUS DISABILITY BENEFIT ($23.00) ☐ AD&D ONLY ($19.00)

Enrollment for Disability Benefit is limited to members less than age 60.

INDICATE COVERAGE DESIRED (please check one):

☐ Member only ☐ Member and each eligible child
☐ Member and spouse ☐ Member, spouse and each eligible child

Disability Benefit does not apply to dependents.

I declare statements and answers contained herein are complete and true and understand that they are the basis for providing group accident coverage under a policy (or policies) issued by The Prudential Insurance Company of America to the National Education Association. I also declare that I am not already enrolled in the Accidental Death and Dismemberment Program.

Date Signed ______________________, 19____

SIGNATURE OF MEMBER ______________________

Make Check Payable to: NEA AD&D Insurance

Ident. No. Eff. Date Dep. Plan Code

Circulation this issue: 1,754,359

March 1980
Vol. 19, No. 2

NEA REPORTER

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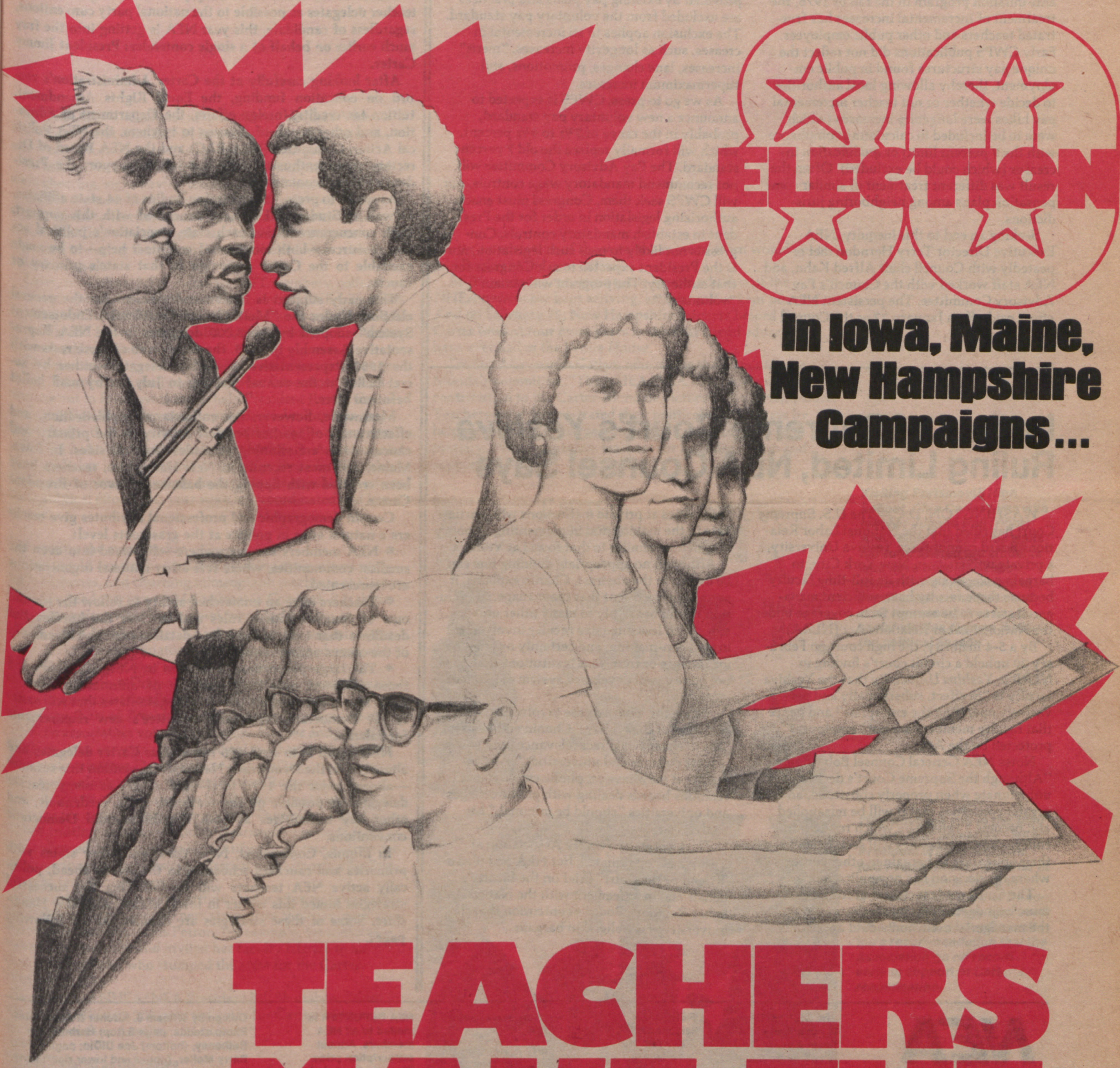
Washington, D.C.



'80 ELECTION

In Iowa, Maine, New Hampshire Campaigns...

TEACHERS MAKE THE DIFFERENCE

Increments Excluded

NEA Wins Major Breakthrough on Wage Standard

WASHINGTON, D.C.—In a significant victory for teachers, the federal Council on Wage and Price Stability (CWPS) has finally decided to exclude incremental increases from the 7 percent voluntary wage standard.

Since the beginning of President Carter's anti-inflation program in the fall of 1978, the treatment of incremental increases has frustrated teachers and other public employees. Early CWPS publications did not reflect the unique pay structures found in public employment, thereby allowing local authorities to decide whether or not teacher incremental pay hikes were *longevity* increases (which were to be included in calculating compliance with the 7 percent limit) or *qualification* increases (which could be excluded). Often the result was different treatment of similar compensation plans among neighboring jurisdictions.

Seeking an end to this inequity, NEA Executive Director Terry Herndon met repeatedly with Council chair Alfred Kahn, and NEA staff worked with the Council's Pay Advisory Committee. The persistent NEA effort paid off on January 22 as the Council adopted and published in the *Federal Register* a more realistic interpretation, no longer penalizing teachers and other public employees for salary plans which have been in effect for years.

As of January 22, incremental pay increases provided by existing pay plans and practices are excluded from the voluntary pay standard. The exclusion applies to all incremental increases, such as longevity increases, "merit" increases, lane changes, promotions, and supermaximum increases.

As we go to press, CWPS is expected to announce a new voluntary pay standard, probably in the range of 7½ to 9½ percent, which will formally replace the old 7 percent standard. The Pay Advisory Committee will not recommend mandatory wage controls, nor will CWPS seek them. Congress must enact authorizing legislation in order for the President to establish mandatory controls. Congress is not likely to pass such legislation, nor is the President expected to ask Congress for that authority. The program will remain "voluntary."

Impact of Supreme Court's *Yeshiva* Ruling Limited, NEA Counsel Says

WASHINGTON, D.C.—The U.S. Supreme Court has ruled that the National Labor Relations Board cannot force Yeshiva University, a private university in New York City, to bargain collectively with its full-time faculty because those faculty have sufficient managerial status to be exempt from coverage under the National Labor Relations Act (NLRA).

By a 5-4 majority, the high court on February 20 upheld a circuit court's finding in *NLRB v. Yeshiva University* that the Yeshiva faculty is "in effect, substantially and pervasively operating the enterprise" and hence that faculty members are not "employees" protected by the Act.

Notes NEA General Counsel Bob Chanin, "Although the Supreme Court's decision is unfortunate when properly construed, an even greater concern is that it will be misapplied and become a vehicle by which recalcitrant colleges and universities will seek to avoid their obligation to bargain in other contexts where the decision has no application."

The Court made it clear that future cases must be judged on their own facts, and that the managerial exclusion would apply only to faculties at private institutions who participate in the making and implementing of policy in a manner similar to that found at Yeshiva.

Although no appropriate dividing line can be drawn in the abstract, Chanin explains, it seems fairly evident that the managerial exclusion would not apply to many other universities with less intensive faculty involvement in decision-making, and certainly not to junior colleges or four-year institutions that do not have a well developed system of 'shared authority.'

"Since the *Yeshiva* case involved an interpretation of the NLRA," Chanin emphasizes, "the decision has direct relevance only to private colleges and universities." Any influence it may have on public employment relations boards dealing with public colleges and universities "should be minimal," his analysis suggests.

The University Faculty Association at Yeshiva is nonaffiliated, but NEA had filed a "friend of the court" brief on the faculty's behalf and in agreement with the National Labor Relations Board's contention that the university was obliged to bargain.

ELECTION

NEA and its affiliates are proving once again to be a powerful force in presidential politics—this year, for the first time, in the early tests of candidate strength.

Unlike 1976, when NEA simply worked to get as many teacher delegates as possible to the national party conventions, regardless of candidate, this year NEA is getting into the fray much earlier on behalf of a single contender: President Jimmy Carter.

After looking carefully at the Carter Administration's record on education funding, the Equal Rights Amendment, tuition tax credits, foreign affairs, the Department of Education, and other issues of concern to teachers, the NEA Political Action Committee (NEA-PAC) and the NEA Board of Directors voted enthusiastically last fall to support the President's bid for renomination.

As we go to press, the governing bodies of 44 state affiliates, as well as Student NEA, have concurred with this support. Such concurrence allows each state association's political action resources—both money and volunteer help—to be made available to the Carter campaign in that state's primary or caucus.

This early support is not an endorsement for the general election. Under the "Multi-Option Presidential Endorsement System" adopted by the 8,000 delegates to the NEA Representative Assembly in 1978, the decision to endorse rests with the 1980 Representative Assembly delegates—either by secret ballot at the annual meeting in July, or by mail ballot before or after.

Meanwhile, however, the enthusiasm, sophistication, and effectiveness of teacher political activity in the primary and caucus states are winning accolades from all sides. In Iowa, Maine, and most recently in New Hampshire, teachers have been credited with tipping the balance in favor of President Carter.

Certain demographic and professional attributes give teachers a natural edge in politics at the grassroots level:

- NEA members are everywhere—dispersed into even the smallest communities, where few other national organizations are represented.
- Teachers have an unmatched ability to follow the ins and outs of complex caucus rules and to clear the hurdles and deadlines that tend to keep less detail-conscious citizens out of the caucus voting ranks.
- The large proportion of women in NEA affiliates—and those affiliates' own long tradition of affirmative action—make it easy for teachers to offer delegate slates that will satisfy the Democratic National Committee's new requirements for balance.

NEA's goal is to send 486 teachers as Carter delegates and alternates to the Democratic National Convention this summer—almost twice the 1976 total—and to get as many teacher delegates as possible on the platform, rules, credentials, and other key committees at both Republican and Democratic conventions.

In Illinois, Connecticut, New York, and other states with primaries and caucuses scheduled in the weeks ahead, politically active NEA teachers will be following the successful strategies honed this winter in Iowa, Maine, and New Hampshire. Some of these strategies are detailed on the following pages.

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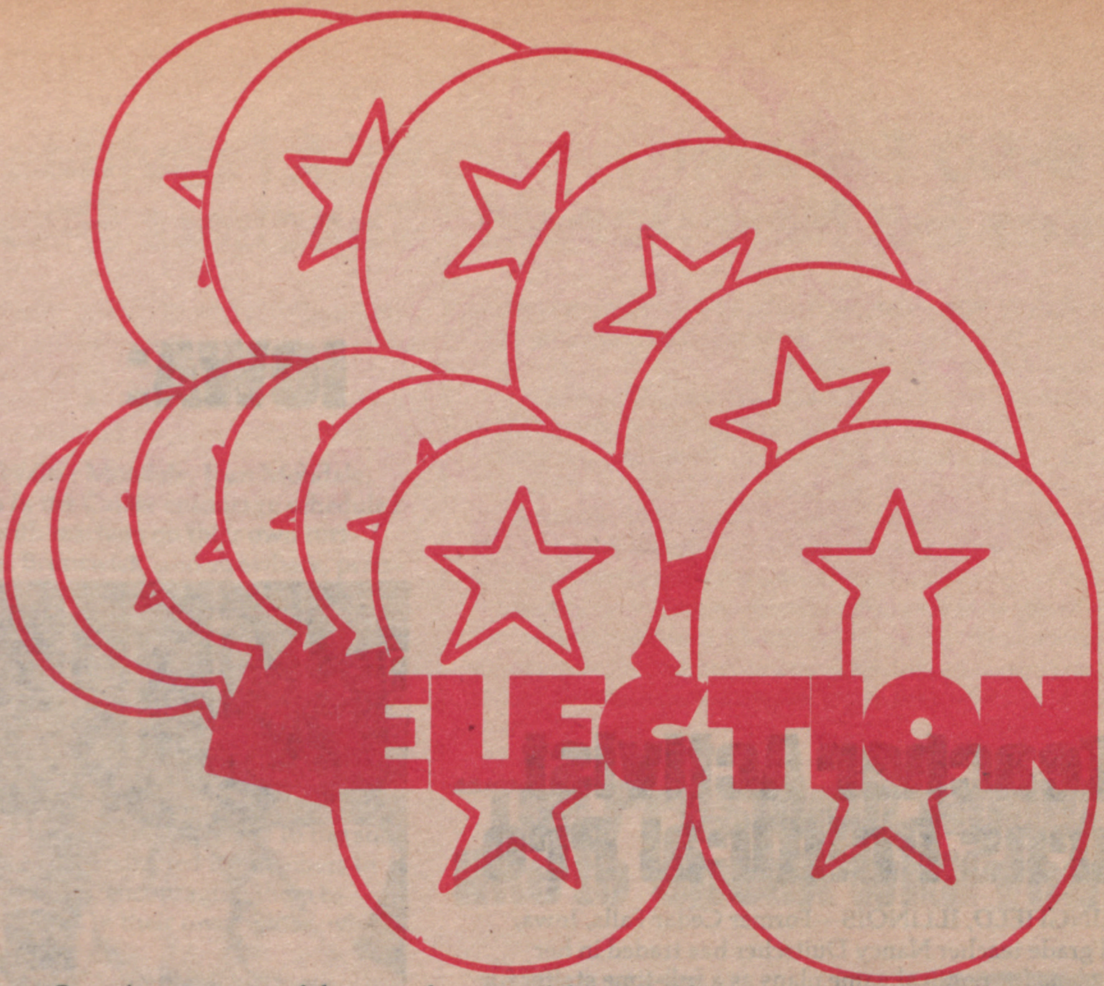
Contributing writers from state affiliates: page 4 Lana Oppenheim, Iowa; page 5 (sidebar) Ro Studer Perry, Maine; page 7 (bottom) Etha Green, Tennessee; page 10 (top left) Lana Oppenheim, Iowa; (bottom) Steve Villano, New York.

NEW HAMPSHIRE:

Volunteers Give It All They've Got



CONCORD—"God bless the teachers," shouted Vice-President Walter Mondale as he ducked out of Air Force II, one week before the nation's first presidential primary.

Greeting him at the Manchester, New Hampshire, airfield were cheering, sign-waving teacher well-wishers.

Earlier the same day, at Portsmouth High School, Chip Carter spoke to teacher Danny Parr's social studies classes. And when Chip was through, Parr's teacher colleagues streamed in during their lunch hour to shake hands with the President's son.

Later, in Nashua, NEA members, AFT members, college professors, and assorted townsfolk all donned "NEA Teachers for Carter/Mondale" buttons and shared wine and cheese with Mondale and New Hampshire Education Association-endorsed Governor Hugh Gallen.

The next morning, the *Boston Globe* noted in a front page story, "Members of the New Hampshire Education Association are out in force, working to help President Jimmy Carter win next Tuesday's Democratic presidential primary in the state. And if the race is tight, that could make the difference."

NHEA had also decided to support both John Anderson and Howard Baker in the Republican primary. But while Republicans outnumber Democrats among New Hampshire teachers, their political efforts this year were less coordinated and less visible.

Canvassing the membership

One would expect the sound of clacking typewriters, ringing telephones, and churning mimeograph machines at Carter-Mondale headquarters on Main Street in Concord. But those campaign noises were just as loud four blocks away, at NHEA/NEA headquarters. Thanks to a highly organized network of teacher coordinators, all it took was one phone call from NHEA to someone like Ruth Gonye, a Dover teacher, and soon 200 other Dover Democratic and independent teachers were getting a friendly phone call urging them to vote and reminding them of President Carter's pro-education record.

While association volunteers Pauline Gruber and Lionel DeLacey were convassing hundreds of teachers in the Concord area, volunteer Doug McLane was mailing a campaign postcard to almost every teacher in West Rumney.

At the heart of the statewide NHEA effort were boxes and boxes of file cards, organized by Nancy Duitscher, a teacher turned fulltime campaign worker (*featured on page 4*). The cards allowed NHEA to easily identify association members by town or city and congressional district, providing an effective political targeting system.

Meanwhile, other teacher activists were offering hospitality and helping Carter campaigners strengthen their ties with New Hampshire teachers. Janis Petrou, for example, brewed coffee at home in Hampton and invited her faculty friends to meet Muriel Humphrey, who stumped the state for the Carter-Mondale ticket.

Commented NHEA/NEA President Bill Shanahan, "Our target is to deliver 8,000 primary votes for Carter—from teachers and their families and friends."

Teachers slated as delegates

Working with an extra incentive to turn out the vote among their fellow teachers were Richard Bouley, Mary Carey Foley, Dorothy Jenis, Gordon Quimby, Jeanne Joslin, and Juanita Bell—six NHEA members slated among 26 finalists to be Carter delegates to the Democratic National Convention this summer. Bouley is slated "number one" in his congressional district and is certain to become the nation's first teacher delegate again in 1980, as he was in 1976.

As the primary approached, the other five potential teacher delegates redoubled their efforts, knowing that the higher Carter's percentage of the vote, the more of them would get to join Bouley at the convention.

So the phones kept ringing, the special editions of the NHEA newspaper kept arriving, and the coffee kept pouring. And on February 26, New Hampshire teachers helped Jimmy Carter toward four more years as the best friend educators have ever had in the White House.

Declared Governor Gallen, who chairs the state's Carter-Mondale committee, "The NHEA/NEA has made a significant contribution to the Carter-Mondale victory in New Hampshire. Teachers have demonstrated their political effectiveness by helping to turn out a large vote in this crucial presidential primary. We congratulate teachers for their dedication and support."

Visiting Portsmouth High School, Chip Carter talks with teacher Juanita Bell (right) while Mary Carey Foley waits her turn. Seated are students who have become accustomed to the appearance of presidential candidates and their representatives in social studies classes during the political season.

"We will back you in the 1980 presidential primaries," NEA President Willard McGuire told President Jimmy Carter at a White House meeting in October, after Board of Directors overwhelmingly approved NEA Political Action Committee's recommendation that the Association go on record early in support of Carter's renomination.

IOWA: Massive Teacher Turnout

Iowa PACE chair Ken Tilp leads session at his West Des Moines precinct caucus, which elected four Carter delegates and one Kennedy delegate.

A Teacher Activist Turns Political Pro

SPRINGFIELD, ILLINOIS—Former Cedar Falls, Iowa, second grade teacher Nancy Duitscher has traded in her lesson plans for political game plans as a full-time staffer for the Carter/Mondale reelection campaign.

Her new career was launched during Christmas vacation when Carter's Iowa campaign director offered her a temporary job at campaign headquarters in Des Moines.

"They were looking for someone to coordinate efforts to organize teachers during the final weeks before the precinct caucuses, and my name was recommended by some association political action staff members," Duitscher recalls. "I had barely enough time to pack and do my lesson plans before I started working."

Her efforts paid off, as evidenced by the unprecedented numbers of teachers who turned out at the caucuses. So impressed were her new colleagues with her work that they offered her a chance to follow the campaign throughout the primaries on a full-time basis.

Her school district, however, would not grant her an extended leave, so she was forced to resign—with mixed emotions, she says. "I hated to leave my kids, but I just couldn't pass up this once-in-a-lifetime opportunity. It's in my blood now." Valentines from some of her students found their way to Duitscher last month in New Hampshire.

Duitscher acknowledges that working in a campaign can be a "physical and emotional drain." Working an average of 12 hours a day, seven days a week can take its toll. So can the fact that she is earning considerably less money than she did while teaching. But she says it's worth it—even as she reaches for another of the many antacid tablets she takes during a typical day.

In Iowa, Maine, New Hampshire, and now Illinois, Duitscher has met such Administration officials as Vice-President Walter Mondale, Labor Secretary Ray Marshall, and Agriculture Secretary Bob Bergland, along with First Lady Rosalynn Carter and First Sons Chip and Jack.

But, she admits, the "ultimate" experience was meeting Walter Cronkite when he was in Des Moines covering the caucuses!

On the campaign trail in Concord, New Hampshire, Nancy Duitscher takes a break to read press coverage of NHEA's political efforts.

DES MOINES—More than 15,000 of Iowa's 35,000 teachers turned out for the January 21 Iowa precinct caucuses, playing an integral role in President Carter's victory here and winning White House accolades for their unprecedented efforts.

"I think one of the groups we must recognize is the Iowa teachers," said White House Press Secretary Jody Powell shortly after the caucuses. "Teachers' organizational effort and their very visible support played an important part in Carter's victory."

Praise also came from Iowa State Education Association (ISEA) President Ken Pfile, who said, "The massive showing of grassroots teacher participation in the political process is proof that we have created a political savvy among teachers, who now realize that they must be involved in politics if the needs of education are to be reflected in all levels of government."

ISEA/NEA members were involved in virtually every one of Iowa's 2,531 precinct caucuses and got themselves elected in unprecedented numbers to the 198 county conventions to be held in early March. The county conventions in turn elect delegates to the district conventions, which determine 75 percent of Iowa's delegates to the national party conventions this summer.

Just as important, teacher delegates at the county conventions will be pushing for inclusion of pro-education statements in the county platforms—resolutions which, once adopted, will provide the grist for the statewide platforms for both Republicans and Democrats.

Strong grassroots network

Much of the credit for the fine teacher showing at the caucuses goes to Iowa Political Action Committee for Education (IPACE) and government affairs committee members in local associations around the state, who worked hard at organizing a grassroots network of interest and support among members.

The political network didn't emerge overnight, however. "We started very early, kept identifying areas where there were voids, and didn't stop our activity until the caucuses began at 8 p.m. on January 21," notes IPACE chair Ken Tilp of West Des Moines.

Republican teachers Carol (above) and Mike Iverson of Mason City headed the campaign for Howard Baker in Cerro Gordo County. Turning their home into "Baker headquarters," they found that grassroots political action can mean "being on the phone constantly."

At the core of the organizing effort was a series of caucus orientation training sessions, held in at least 100 locations, where teachers learned the ins and outs of the caucuses. ISEA distributed kits for both political parties with tips on what to expect, how to get elected as delegates, and how to submit resolutions. The workshops included caucus sessions where teachers got a chance to practice their political skills.

In addition to concurring with NEA's recommendation of support for President Carter's renomination, IPACE had voted to support a Republican presidential candidate as well—Senator Howard Baker of Tennessee. Bipartisan organizing activities included establishing telephone banks, holding neighborhood coffees in teachers' homes, offering to furnish rides to the caucuses, and waging precinct organizing and voter identification campaigns.

See IOWA, page

MAINE:
A Frenzied Two Months of Work

AUGUSTA—"A ton of teachers are going to vote," Maine Teachers Association (MTA) officials predicted two days before the February 10 municipal caucuses here. And vote they did, in record numbers—supplying the victory margin for President Carter.

Some 2,400 Maine teachers went to the caucuses committed to the Carter ticket. Comments MTA President Bill McGary, "We're proud of our members and all the work they put into this campaign. We made the difference."

After the MTA board of directors concurred in early December with the NEA board of directors' decision to support the President in the primaries, Maine teacher activists began a frenzied two months of work.

Get-out-the-vote efforts focused on teachers canvassing other teachers on the phone and in person, urging the Democrats and independents to go to their municipal caucus and "take five friends with you." Letters from MTA outlined President Carter's record and appealed to caucus-goers to send delegates to the state convention pledged to his renomination.

Because they were all scheduled on the same day this year, the Maine Democratic caucuses became a national media event—a crucial early test of strength for the major candidates. Maine's Republican municipal caucuses continue to be strung out over a period of several weeks, with much less impact.

A surprising number of registered Republican teachers here put party ties aside to join in the Carter campaign effort, responding to the President's record of "doing well by teachers."

As the candidates crisscrossed the state with reporters and TV cameras in tow, numerous campaign events brought home the widely perceived importance of teachers as a political force to be wooed. Rosalynn Carter, son Chip, Walter Mondale, Joan Mondale, and others in the Carter entourage scheduled meetings with teachers on their own turf in Augusta, Brunswick, and elsewhere, praising their efforts and asking for their continued support.

Secret weapon

The strategy in Maine, as worked out by MTA and NEA political experts, was to concentrate on some 300 small rural communities which had held no caucuses at all for many years and so had sent no delegates to the state convention. MTA contacted its members in these communities, encouraging them to schedule caucuses in their own homes, which they could legally do.

Some 4,000 MTA-prepared kits were mailed to teachers in the targeted communities and throughout the state, outlining the steps in the delegate selection process and including hints for effective caucus participation.

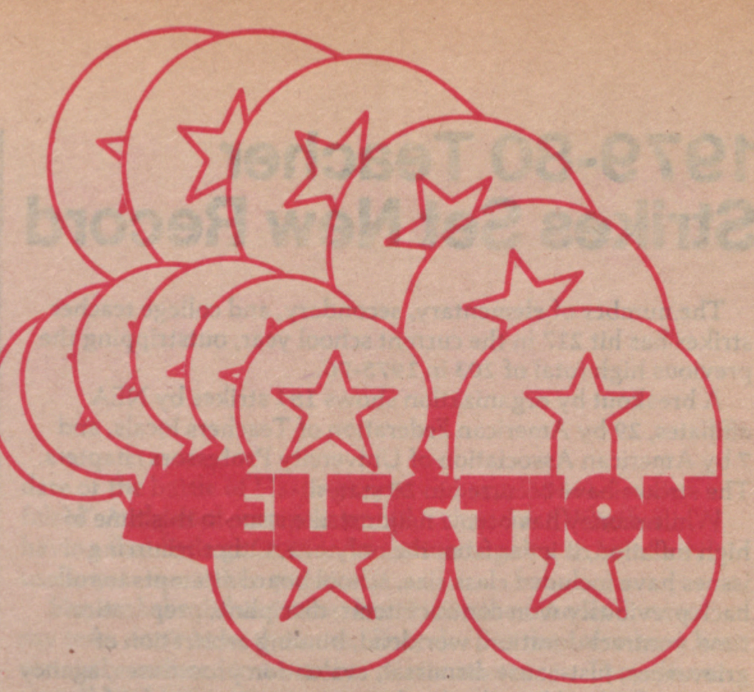
After *Newsweek* magazine referred to the teacher-organized caucuses in the hinterlands as the Carter camp's "secret weapon," they were no longer a secret, of course, but they remained a potent weapon in the overall arsenal. The previously unorganized caucuses elected 377 delegates to the state convention, with 320 of them pledged to Carter. Those 300 towns, coupled with many larger ones where teachers arrived in force at the caucuses and held the balance of power, provided Carter's narrow margin of victory.

At least 250 of the delegates and alternates elected to the state convention in May are teachers.

"It didn't just happen," MTA's McGary points out. "It took a lot of dedication, hard work, long hours, and a genuine commitment on the part of a lot of people."

Pitching in at the Carter campaign office in Lewiston, Maine, were teacher volunteers (from left) Judy Webber, Maine Teachers Association Past President Geneva Kirk, Rosalie Spaulding, and Beth Fitzgerald.

Attending a Westbrook, Maine, bean supper, Vice-President Walter Mondale greets teachers at a table reserved for MTA/NEA members.



"The President would like to speak with you..."

AUBURN, MAINE—When the President of the United States telephones you on an early Sunday afternoon, what do you talk about?

Surprised and flattered by a phone call from Jimmy Carter, Maine teacher activist Rosalie Spaulding doesn't think of herself as a power broker, she says. "I just know the people and am willing to work."

First, remembers Auburn kindergarten teacher Rosalie Spaulding, you sit down and get your breath back after the operator announces him. And then when he comes on you chat amiably about his support of the new Department of Education, how his campaign is going, and whatever else comes to mind. Spaulding recalls taking the opportunity to tell him what an asset his wife is to his renomination campaign.

Several other Maine teacher activists were also telephoned by either the President or the First Lady in the weeks before the February 10 Democratic caucuses. Spaulding, president of the Auburn Teachers Association, has no illusions about how her name got on the President's list. She has campaigned for him in Maine and New Hampshire, chairs her county Democratic committee, serves on the state Democratic committee, and is one of the most politically active teachers in the state at a time when teachers are being recognized as a powerful political force.

She was flattered and surprised by the White House attention: "I don't think of myself as a power broker; I just know the people and am willing to work."

She is fervently committed to Carter. His record as a pro-education President fits in with what she sees as his "number one concern—people." She clicks off Uganda, Southeast Asia, Camp David, and the boat people, praising his handling of these situations as proving that his priorities are the same as Spaulding's—people.

She also praises the President for increasing the federal budget for education, and for sending his daughter to public school. "At a time when faith in public education does not seem high," she says, "he has faith in us."

Although politically active for only four years, Spaulding has already worked hard in numerous legislative, gubernatorial, congressional, and local issue campaigns. Her springboard into the world of partisan politics was the Maine Teachers Association's Political Action Conference of Educators (PACE), with its nonpartisan focus on educational issues.

Spaulding has been a member of her local teachers' negotiating team for the last four years—two of them as chief negotiator. This year she is president of her 300-member local association.

Her heavy involvement in politics and association work makes for a hectic schedule. When Spaulding told her mother of the phone call from the White House, her mother's first reaction was, "How come he could find you at home when no one else can?"

1979-80 Teacher Strikes Set New Record

The number of elementary, secondary, and college teacher strikes has hit 217 in the current school year, outstripping the previous high total of 203 in 1975-76.

A breakout by organization shows 181 strikes by NEA affiliates, 29 by American Federation of Teachers locals, and 7 by American Association of University Professors chapters. The strikes have occurred in 20 states.

While money has been a major strike issue in this time of high inflation, it is far from the only one. Other recurring issues have included class size, school board attempts to roll back previously won contract items, discipline, preparation time, contract duration, workload, binding arbitration of grievances, just-cause dismissal, evaluation procedures, agency shop, and school board refusal to negotiate in good faith.

Students show support for teachers on strike in Fountain Valley Elementary School District in California's Orange County. Association walkout began February 6 over school board attempts to roll back previously won contract language.

NEA Provides Tools To Help Teachers Shape Public Policy

WASHINGTON, D.C.—"Public education policy that is influenced by teachers is the policy that will work right in the nation's classrooms," says a new NEA guide to monitoring federal education programs.

The 188-page guide, *Teachers and Public Policy*, takes the mystery out of the federal education policy-making process. It describes 16 major programs that affect teachers, from bilingual education to Title I to career education, and gives teachers a roadmap to the federal, regional, and state agencies that run each program.

Together with a 15-minute companion filmstrip, the guide is now in the mail to state association presidents, instruction and professional development (IPD) staff, government relations staff, and all UniServ staff. The package is designed to serve as a resource for local and state association workshops—to help members, through their associations, monitor federal education programs and provide the teacher's point of view to the bureaucrats who develop the regulations and administer the programs at all levels.

Featuring association members who are already actively monitoring federal programs to see that they preserve both the intent of Congress and the interests of classroom teachers, the filmstrip is a "call to action" that urges other members to do likewise. It is intended to be a discussion-starter, raising questions to which the printed guide responds.

For further information about these new "Teachers and Public Policy" materials, contact your UniServ director or state IPD staff person, or write or call NEA/IPD, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (202/833-4337).

Linda Pondexter, IPD chair of the Arkansas Education Association, questions federal policymakers about the way the Basic Skills Improvement Program works, in a real-life scene from the new NEA/IPD filmstrip, "Teachers and Public Policy."

From page 4

Iowa: Teachers Flock to Caucuses

To supplement the many ISEA staff and leaders working throughout the state, NEA sent a team of eight experienced field staff who spent two activity-packed days delivering training sessions and working with teachers in school buildings.

Local game plans paid off

But it was the determination of teachers toiling within their own local associations that made the difference. For example, the Keokuk Education Association (KEA) launched one of the state's most comprehensive drives to reach its goal of getting half of its 150 members to the caucuses.

KEA President Sandie Petrillo, who is also a member of the IPACE central committee, explained, "We had a game plan, with a week-by-week outline that we followed for more than two months. We did our homework, identified teachers in each precinct, got contacts in each building, and flooded the membership with special mailings and flyers publicizing the importance of teacher involvement at the caucuses."

Personal contact was a key ingredient, according to Petrillo, with every IPACE and governmental affairs committee member being charged with the task of securing a commitment from at least one other member to attend a caucus.

KEA achieved its goal: 75 teachers attended the caucuses and 18 teachers were elected as delegates to the county conventions. In addition, ISEA education resolutions were passed at both Republican and Democratic caucuses, and teachers were elected to key county committee posts.

New from NEA Special Services: A Toll-Free Consumer Hotline

NEA Special Services announces a toll-free number that unified members may call to resolve consumer problems with NEA-sponsored products: **(800) 424-8566** (continental U.S. only).

For the first few months of operation, trained personnel will answer calls between 9 a.m. and 5 p.m. (Eastern Standard Time). Calls made during other hours will be recorded on an answering device and returned the following day.

If you need to call, be sure to have all the important facts at hand so that the person answering the phone will be better able to help you. Information you will need includes the name of the product, policy number if any, nature of the complaint, names of individuals with whom you might be corresponding, and any other pertinent data.

This new toll-free number should not be used to inquire about Special Services programs. Informational calls will only tie up the line for others who need to resolve an urgent concern or servicing problem.

Hufstedler Voices Misgivings About Standardized Tests

by Christopher Connell, Associated Press

WASHINGTON, D.C.—The school sent home the first danger signals when the child was in third grade. He had not scored well on standardized tests and might be steered down a remedial track.

His mother refused to believe what she heard.

"I thought something was haywire. This was a kid who had designed whole games and could work three-dimensional puzzles as a preschooler," she recalled.

"I took him to a specialist in educational psychology, who said he was a very, very bright, very creative kid, and then I went back to the school and said, 'O.K., what's going on?' "

The public school in Los Angeles' Eagle Rock section backed off, and Steven Hufstedler was kept on the fast track. Today, at age 26, he is a third-year medical student at the University of California at Irvine.

His mother, Shirley Mount Hufstedler, stayed on the fast track, too.

In December, after 18 years as a local, state, and federal judge, she became the nation's first Secretary of Education.

This small, forceful woman, daughter of a school teacher and a building contractor, brought from the bench a deep concern about how people and institutions treat children.

She told senators at her confirmation hearing that one of her top priorities in the new $14 billion department of education would be to weigh every federal policy for its impact on individual children.

"We have not been a child-caring society, really. We pay a lot of lip service to being child-caring, but to my mind we have not conspicuously demonstrated a commitment to children," the 54-year-old cabinet officer said in a recent interview.

After her son's experience, one of the things she discovered "going on" was a lot of tracking—putting youngsters into slots by their early test scores.

"Kids ended up with labels that were in many respects almost as destructive as tattooing numbers on prisoners," said Mrs. Hufstedler, who was active in both local school affairs and on state education committees. "Kids become prisoners of labels and people no longer think about them to find out what they really can do."

She calls it "a personal bias: I have never had much use for true-false tests, nor for multiple-choice tests."

"I recognize they are easy ways mechanically to grade large numbers of papers. In many respects, they test the ability of people to take true-false tests. But for the imaginative person, these tests are very difficult to take, unless one is simply asking for rote information.

"If you really want to know whether the person knows the date of the battle of Hastings, you can say, '1066—true or false?' And people can pass or fail," she said. "Whether having that little germ of information is going to be of any use to you is another question."

The nation's first Secretary of Education, Shirley M. Hufstedler, shares many of NEA's concerns about the abuses of standardized testing.

She said she did not mean to criticize the schools "nor to say tests don't have their use. They do. But they also have been seriously misused in a number of circumstances. They do not test all kinds of subjective matters—judgment, intuition, creativity, imagination."

A few days after this interview, Ralph Nader used almost the same words in releasing a massive report attacking the Educational Testing Service's college and graduate admission tests.

A federal judge recently banned use of I.Q. tests to track children in California because he said the practice was unfair to minorities.

Mrs. Hufstedler said, "Whether it's the SAT (Scholastic Aptitude Test) or LSAT (Law School Admission Test) or any of the rest of them—this sounds very silly, but tests measure things that tests measure. I dare say if you gave these tests to some people who became the leaders of our country who didn't look at the world in the way that the testers do, these gifted people would flunk."

Mrs. Hufstedler does not believe that declining scores on the SAT and the government's own National Assessment of Educational Progress prove the quality of America's schools is eroding.

"I view statistics with somewhat less awe than a lot of people do," said the former judge, who noted that crime can appear to be waxing or waning, depending on how crime indexes are constructed.

"It may be that it is time for us to think about developing educational indicators," she said, like the business indicators that provide signals on whether the economy is up or down.

Today's children may not be good spellers, she said, but that is not emphasized in a society where "people who can be clever with words orally get more points than someone who is a meticulous writer."

"While I happen to be ensorcelled with the written word . . . I'm not prepared to say that must be the national value norm," she said, explaining for a reporter that *ensorcelled* means "enchanted."

Everyone needs basic reading skills, she added, but a painter may "write creatively by using a brush, and it doesn't make any difference necessarily whether that person could win a spelling bee."

Teacher Hotline a Hit in Tennessee

NASHVILLE—A human relations project begun over a year ago has proved so popular here that it is now a permanent program of the Metropolitan Nashville Education Association (MNEA).

Some 70 MNEA members—50 teachers and 20 school social workers—are participating in the "Talk With a Teacher" project. Each weekday evening one teacher and one social worker take their stations at MNEA headquarters for two hours of answering phone calls from the public.

The calls come primarily from students, parents, and other teachers. Problems range from an elementary youngster who called three times one week about his love life (he liked a classmate who cared for someone else) to an unhappy ex-teacher who needed a patient ear for 30 minutes. The majority of calls on a typical evening are from students seeking help with homework.

In cooperation with the Nashville Mental Health Association and the Crisis Intervention Center, MNEA has provided its member volunteers with training in where to refer people with particular concerns, how to listen with sensitivity, and how to close a conversation gracefully if it's running too long.

Bob Troidl, a fifth grade teacher who chaired the program when it began last winter, notes that carefully planned publicity has done much to make "Talk With a Teacher" a success.

"We've had paid advertising in the local dailies, radio and television spot announcements, TV talk shows, articles in school newspapers, posters, and live TV coverage at prime time to spread the word about this service," Troidl notes.

"Not to mention the 4,000 'Talk With a Teacher' bookmarks we're putting in the schools," adds reading support teacher Janice Tant, who chairs the MNEA project this year. "We give them to school librarians, who pass them along to students when they check out books."

Troidl says the most gratifying part of the program is "having kids, parents, and others see that there are teachers who care about people as human beings, who care about them outside the school, who really want to help somebody."

"We have good training sessions, good people answering the phones, and good follow-up on all the calls for help," says "Talk With a Teacher" volunteer Bob Troidl of MNEA. "People are responding to that. I can't think of anybody who's called disgruntled and hung up disgruntled."

Education Fares Well in Carter Budget Proposals

WASHINGTON, D.C.—NEA's analysis of the federal education budget proposals for fiscal 1981 indicates that President Carter has once again given significant priority to education while pursuing overall restraint.

States NEA President Willard McGuire, "We are gratified that in these hard economic times and in face of increased defense and international spending needs, the Administration continues to recognize the critical national importance of education. The proposed total of $15.49 billion for the new cabinet-level Department of Education is not only the highest federal education budget in history, but also would represent a 39 percent increase in actual federal education spending since President Carter took office."

The $15.49 billion total for the fiscal year beginning October 1, 1980, compares to this year's $13.8 billion education appropriation, an increase of $1.7 billion or about 11 percent. (The Administration is also seeking a $672 million supplemental appropriation for the current year which, if passed, would bring this year's total up to $14.47 billion.)

The budget for next year includes increases for a number of programs already in place, such as education of the disadvantaged, plus a major new initiative to improve the employability of poor and minority young people. *(See story on page 9.)*

While pleased with the education budget as a whole, NEA will still urge Congress to boost spending in certain programs, particularly education of the handicapped, impact aid, and teacher centers. "We would like to see federal funding for education of the handicapped reach 20 percent of the national average per-pupil expenditure, to help meet the very high cost of educating these youngsters to their full potential," McGuire says. "This is the level authorized by law, compared to the 12 percent proposed in the budget."

NEA will also work to see that the federal impact aid program remains intact. Like presidents for well over 20 years, President Carter is proposing to virtually wipe out funding for school districts serving category "B" students—those whose parents either work or live (but not both) on federal property. This would reduce the overall impact aid total from the current year's $772 million to $439 million in fiscal 1981. The perennial attempts to cut impact aid have generally been resisted with some success on Capitol Hill since the funds benefit so many congressional districts.

Another program for which NEA will be working to win a larger appropriation is teacher centers. *(See story on page 9.)*

Status of Major Education-Relate

BILL	HOUSE	SENATE	REMARKS
APPROPRIATIONS			
FY 1981 Labor-HEW	In committee	Hearings in progress	Administration request provides $15 billion for principal elementary, secondary, and higher education programs in Department of Education. *(See story elsewhere on this page.)*
Continuing Resolution, FY 1980 (HJ Res 412)	Public Law 96-123 signed 11/20/79		Provides FY 1980 funding of programs at levels agreed to in appropriations bill that failed to clear conference.
BUDGET CEILINGS			
First Concurrent Budget Resolution, FY 1981	In committee	In committee	Sets preliminary budget targets for FY 1981 in all budget categories.
REAUTHORIZATIONS			
Higher Education Programs (HR 5192)	Passed 11/7/79	In committee	Extends and expands student assistance programs; extends Teacher Corps and Teacher Centers, aid to developing institutions, and other expiring legislation. **NEA supports; seeks administrative amendments in Senate.**
Youth Employment	Hearings held 10/20/79	In committee	Amends federal programs to improve employment training and opportunities for youth. **NEA supports.** *(See story elsewhere on this page.)*
AUTHORIZATIONS			
Department of Education (S 210)	Public Law 96-88 signed 10/17/79		Establishes cabinet-level Department of Education.

BILL	HOUSE	SENATE	REMARKS
Collective Bargaining (HR 777)	In committee		NEA bill to confer collective bargaining rights on teachers and other public employees.
Child Care (S 4)		Hearings cancelled	Authorizes grants and contracts to child day care providers and vouchers to pare[illegible] for purchasing day care services.
Asbestos Hazards (HR 3282, S 1658)	Passed 12/13/79	In committee	Authorizes federal aid to schools for detection and cor[illegible] rection of hazards caused by asbestos in ceilings and othe[illegible] school building components. **NEA supports.**
Mobile Teacher Retirement (HR 67, et al.)	In committee	In committee	Authorizes federal-state program to allow teachers to cro[illegible] state lines during teaching careers without substantial lo[illegible] of retirement benefits. **NEA supports; action possible wh[illegible] public pension legislation is scheduled by committees.**
Social Security • Repeal government pension offset (S 294, HR 652, HR 801, et al.)	In committee	In committee	Repeals pension offset for spouses and surviving spous[illegible] of covered workers. **NEA supports.**
• Retirement test—technical amendment. (HR 5295)	Passed 12/19/79	Hearings scheduled	Prevents retroactive application of retirement test. **NEA supports.**
• Disability insurance amendments (HR 3236)	In conference		Cuts disability benefits to 80-85 percent of average indexe[illegible] monthly earnings; extends Medicare and social service eligibility. **NEA opposes benefit cuts.**

Budget Calls for New Federal Funds To Attack Youth Unemployment

WASHINGTON, D.C.—The 1981 federal education budget proposes a major new program that Education Secretary Shirley Hufstedler calls a "bold approach to the chronic problem of youth employment."

President Carter is asking Congress to pass a $2 billion education and employment initiative designed to prepare America's young people for the labor market of the 1980's. The new program would have two components, each to be funded at about $1 billion by 1982 if Congress goes along with the President's proposal:

• **Basic Education and Skill Training.** This education portion of the program would target Title I-type direct formula grants to about 3,000 of the nation's poorest urban and rural school districts, to help about one million junior and senior high school youngsters acquire the basic skills of reading, writing, and computation. Within each needy district, some of the money would be distributed competitively in the form of incentive grants to those schools offering the strongest plans for delivering the program. Schools would be required to involve teachers, parents, employers, and the community in their education-and-work program planning, and to give special consideration to the problems of students with limited English ability.

• **Youth Employment Program.** An additional 450,000 older and out-of-school youths would receive education, training, labor market information, work experience, and other services under a consolidation and expansion of existing Labor Department youth programs. The labor component of the proposal would encourage joint planning among CETA prime sponsors, local employers, and school systems, and would make local education agencies eligible CETA subcontractors for providing basic reading, writing, and computation skills.

NEA strongly endorses the Administration's new youth initiative. Comments NEA President Willard McGuire, "This major drive to increase youth employment will repay itself many times by reducing the financial and human costs of the extremely high youth unemployment in this country. To adequately prepare youth for the technical and service-oriented jobs of the 1980's, a renewed, cooperative partnership has to be established among federal, state, and local governments and the private sector."

As the proposal moves through Congress, Association lobbyists will be working to see that teacher interests are protected. For example, NEA will be seeking language to require that standards for services and personnel in programs not based in schools be equivalent to those in the local public schools, and that the overall program be so designed as to encourage school-aged dropouts to return to the school setting.

Like Teacher Centers? Tell Congress!

WASHINGTON, D.C.—The federally funded teacher center program is now in the process of being reauthorized, along with the rest of the Higher Education Act. The reauthorization measure, HR 5192, has already cleared the House of Representatives; full Senate consideration is expected by mid-April.

NEA Government Relations staffers are working with the Senate Labor and Human Resources Committee to strengthen teacher control of the centers under the law, i.e., to ensure that programs are voluntarily initiated, developed, and administered by local teachers to meet needs identified by the teachers themselves.

NEA members—especially those who have personal experience with teacher centers—are urged to write their senators expressing their views as to the uniqueness and effectiveness of the centers and the necessity of maintaining and expanding this exciting innovation in inservice education and training.

NEA lobbyists suggest that any letters also include a special plea for increased funding. The teacher center program has one more year to run under the current law, which authorizes funding at up to $100 million a year. Both House and Senate will soon be considering the Administration's new budget proposals, which call for a fiscal 1981 appropriation of only $14 million for teacher centers. NEA is proposing that the appropriation be raised to $52 million, a level that would provide for grants to 275 centers—at least one in each state and one to serve teachers in most congressional districts.

ills in the 96th Congress

	HOUSE	SENATE	REMARKS
th Insurance (HR 5191, 0, S 1720, et al.)	Hearings in progress on major bills	Markup of catastrophic bill begun	Bills provide range of services from catastrophic coverage only to full, comprehensive, universal coverage. **NEA favors comprehensive, universal program.**
on Tax Credits 9, HR 35, S 1095)	In committee	In committee	Provides tax credits for persons paying tuition to public or private schools and colleges. **NEA opposes.**
ardized Testing 3564, HR 4949)	Hearings concluded		Opens college admissions tests to public scrutiny. **NEA supports.**
um Competency Testing 871)	In committee	Oversight hearings in process	Authorizes grants for developing "basic skills" as in Education Amendments of 1978. **NEA opposes boost for standardized testing, insists on full congressional hearings.**
te School Taxation 3)	Oversight hearings completed	Hearing held 4/27/79	Prevents IRS from implementing regulations to cut off tax-exempt status of private schools found to be discriminating racially. **NEA opposes.**
cing Federal Budget 126)		Reported by subcommittee 12/19/79	Amends U.S. Constitution to require that the federal budget be balanced each year. **NEA opposes SJR 126.**
II Treaty Y, 96-1)		Reported 12/20/79, debate deferred	Administration proposal (now deferred) to ratify second Strategic Arms Limitation Treaty. **NEA supports Administration position.**

BILL	HOUSE	SENATE	REMARKS
Martin Luther King Holiday (HR 5461)	Debate began 12/5/79		Designates the birthday of Martin Luther King, Jr., a legal public holiday. **NEA supports.**
Native Hawaiian Education (S 916)	In committee	Passed 11/7/79	Amends PL 874 (Impact Aid) to provide educational programs for Native Hawaiians. **NEA supports.**
Windfall Profits Tax (HR 3919)	In conference		Provides for taxes up to $227 billion on oil company "windfall profits" over the next 10 years, with some revenues earmarked for energy conservation and production and some for relief from rising energy prices. **NEA supports.**
Energy Education Day (HJR 220)	In committee		Designates March 21, 1980, National Energy Education Day. **NEA supports.**
Teacher Day, USA (HJR 267)	In committee	Reported 2/19/80	Designates first Friday in March Teacher Day, USA. **NEA supports.**
Hospital Cost Containment (HR 2626, S 570)	Passed 12/15/79	In committee	Establishes limits on annual increases in hospital revenues and expenditures. House version makes compliance voluntary. **NEA supports Administration bill as introduced.**
Child Health Assessment (HR 4962, S 1204)	Passed 12/11/79	Reported 7/30/79	Amends Title XIX of Social Security Act to improve and expand health services to low-income children and pregnant women. **NEA supports.**

Total Association Involvement Brings Bargaining Success

DES MOINES, IOWA—Tough-minded teacher negotiators are winning the best contract settlements since formal collective bargaining began here four years ago.

With almost all of Iowa's more than 300 contracts now settled, overall salary increases for 1980-81 will range from 11 to 15 percent, with an average base salary increase of $1,016. Beyond the salary hikes, negotiators have been winning improvements in fringe benefits while maintaining good contract language in other areas.

These impressive gains come at a time when teachers and school districts are struggling to cope with the effects of inflation, declining enrollments, and legislatively mandated controls on school budgets.

Reasons for the bargaining success vary from district to district but usually involve the right combination of circumstances, timing, and expertise. The growing teacher shortage, which threatened Iowa's reputation as the nation's front runner in education, played a major role in setting the stage for higher teacher salaries.

Using the teacher shortage issue as a springboard, Iowa State Education Association (ISEA) President Ken Pfile launched an all-out public awareness campaign during his three-month presidential tour of the state last fall. Through media interviews, public appearances, and talks with teachers, he spread the message that higher salaries were the key to reversing the shortage and maintaining Iowa's high-quality educational system.

At the same time he promoted ISEA's fall media campaign, which urged parents to become more involved in their children's schooling. The campaign was designed to show that Iowa teachers do in fact still care about kids.

Meanwhile, teacher negotiators had begun working last summer to prepare for bargaining. With the help of ISEA research, they were able to bolster their demands at the table with current information and analyses of the effects of teacher turnover and unspent balances on school budgets.

On top of all this came a statewide push, through articles in ISEA publications and through bargaining training sessions, to raise teacher expectations—to encourage locals to demand more and to hold firm until those demands were met.

Another boost to the bargaining effort came with the announcement in early September that more new money than ever before was available, as a result of intense ISEA lobbying to get additional state funds to help ease the pinch caused by declining enrollments. The result is that while the average school budget will increase by about 10.6 percent next year, overall teacher salary increases will average 12.7 percent.

Asked to share the secret of Iowa's bargaining success with other states, ISEA President Pfile says, "The key lies in total association involvement. More and more we have come to realize that bargaining goes hand in hand with all activities of the association—from political action and lobbying to public relations and instruction and professional development. This year's bargaining teams could rely on their fellow teachers for the support and unity which are absolutely essential for bargaining success. After all, a local association is more than just a bargaining team; it's people working together."

'NEA Reporter' Changes Hands

WASHINGTON, D.C.—Assuming the editorship of the *NEA Reporter* with this issue is Ann Kurzius, a writer and editor on the NEA headquarters staff for almost 10 years.

She succeeds Marshall O. Donley, Jr., who had edited the *Reporter* since its inception in 1962. Donley resigned in January to become communications director for the Air Line Pilots Association, AFL-CIO.

Kurzius, 33, is a former editor of the *NEA NOW* leadership newsletter (1973-76) and of the *NEA Advocate* higher education tabloid (1976-79).

Nominations Open for 1980 Friend of Education Award . . .

WASHINGTON, D.C.—The NEA Board of Directors will present its annual Friend of Education Award during ceremonies at the NEA annual meeting this summer in Los Angeles.

Previous recipients of the award have been Lyndon B. Johnson, 1972; Abraham A. Ribicoff, 1973; Carl D. Perkins, 1974; Terry Sanford, 1975; Roy Wilkins, 1976; Hubert H. Humphrey, 1977; Joan Ganz Cooney, 1978; and Thurgood Marshall, 1979.

The award recognizes either a specific accomplishment or a long-term contribution of national significance to the betterment of American education. Nominees may be public officials or private citizens, and selection of finalists will be made regardless of age, sex, race, color, or creed.

Any NEA member or affiliate may nominate a recipient for the award by completing a form now being sent to all state and local associations. Additional copies may be obtained from David Foerster, staff contact at NEA Center. Nominations must be postmarked by April 15.

. . . And for Two NEA International Awards

WASHINGTON, D.C.—NEA's Committee on International Relations is now receiving nominations for two prestigious Association awards—the Dorros Peace Trophy and the Irvamae Applegate International Understanding Award.

Deadline for submitting nominations for either award is April 25.

The Dorros Peace Trophy Award is given annually at the NEA Representative Assembly to the local or state education association making the most significant contribution to the "global community" concept. Last year's recipient was the Pennsylvania State Education Association. Eligible organizations should not hesitate to nominate themselves.

The Irvamae Applegate Award, also presented during the NEA annual meeting, honors an individual teacher who has furthered international understanding through outstanding leadership, actions, or support. The nominee need not be an American citizen, but he or she should reflect the philosophy and principles of the NEA international relations program. Teachers may be nominated by NEA affiliates or by individual NEA members.

More information on both awards, as well as nominating forms, may be obtained from the NEA Office of International Relations, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

First Contract Means Real Gains for Part-Time College Faculty

"When I think about how things were before, everything in our first contract is a coup for us," says Norma Goldsmith, president of the Post Adjunct Faculty Association, an NEA/New York Educators Association higher education affiliate.

BROOKVILLE, N.Y.—The 700 adjunct (part-time) faculty at the C. W. Post Center of Long Island University here have won a four-year contract granting pay hikes of up to 77 percent.

"People are feeling that we've done an extraordinary job," says Norma Goldsmith, president of the NEA/New York Educators Association affiliate which became bargaining agent for the adjuncts in a fall 1978 election and then came to the brink of a strike before the college administration would begin to bargain seriously.

"We were fifth-class citizens," adds Norman Feiden, a member of the adjunct faculty association bargaining team. "We were completely ignored in every sense. We had no protection, no job security no matter how long we taught. . . . The only things we were eligible for were withholding taxes and social security."

Post's adjunct faculty salary schedule had been unchanged since 1965. Under the new contract, which runs through October 1983, minimum salary per credit hour will rise from $225 to $300; maximum will rise from $425 to $440. The salary level covering the largest number of faculty will increase 44.4 percent over the life of the contract.

Other key clauses spell out a grievance procedure, union security, academic freedom, individual rights, guaranteed association involvement in any evaluation process, and tuition reimbursement for adjuncts and their families.

"We've established a precedent," Goldsmith says. "We can no longer be treated like slave labor. We hope that other adjunct faculty members in colleges around the country will begin to look to our agreement as a model contract."

Post is the largest of the three campuses of Long Island University, a private institution where full-time faculty members are represented by the American Federation of Teachers.

NEA HUMAN RIGHTS REPORT
News of special concern to NEA minorities and women

New Poll Pinpoints ERA Support, Opposition

NEW YORK, N.Y.—Americans' support for ratification of the Equal Rights Amendment remains high, a new national poll reveals, despite the controversy over extension of the ratification period and despite the falsehoods, exaggerations, and fear tactics a well financed minority has used to block the amendment in state legislatures.

According to a Harris poll commissioned by ERAmerica and the National Federation of Business and Professional Women's Clubs, a majority (56 percent) of the public favors ERA—up from 51 percent in 1975. The current survey covered a cross section of 1,494 adults nationwide and was conducted in November and December 1979.

By showing just who does and does not support the amendment, the poll should be useful in the months ahead as NEA affiliates and other groups renew their drives to get ERA ratified in three more states by the June 1982 deadline.

ERA opponents outnumber supporters in only two groups, Louis Harris and Associates found: religious fundamentalists (63 percent oppose, 34 percent support) and adults in those households where women are homemakers who say they never want to enter the workforce (47 percent oppose, 45 percent support ERA).

Groups closely divided on ERA include:

- People aged 65 and over, who are split 44 percent to 44 percent.
- Political conservatives, at 47 percent to 47 percent.
- Southerners, who favor the amendment by 49 percent to 44 percent.
- People in rural areas, who support ERA by 47 percent to 45 percent.

In all other groups, whether broken down by age, geography, religion, marital status, political affiliation, or sex, majorities support the amendment.

The problem for those designing ratification strategies is that in most of the nonratified states, particularly in the rural South, the division of opinion is much closer than it is nationally.

The 15 nonratified states are Alabama, Arizona, Arkansas, Florida, Georgia, Illinois, Louisiana, Mississippi, Missouri, Nevada, North Carolina, Oklahoma, South Carolina, Utah, and Virginia.

NEA President Willard McGuire (third from left) helped carry the banner as hundreds of Virginia Education Association (VEA) members, plus busloads of teachers from Maryland and New Jersey and thousands of labor union members from 20 states, marched on the Virginia capitol January 13 in support of ERA ratification. In February, ERA once again failed to clear the Virginia senate.

Voc Ed Remains Sex-Stereotyped

WASHINGTON, D.C.—According to a new study prepared under contract for the U.S. Office of Education, young women are still being discouraged from taking vocational education courses that lead to high-paying jobs.

"The Study of Sex Equity in Vocational Education" reports on action being taken by states, school districts, and schools to eliminate sex discrimination.

Highlights from the study:

- More than 60 percent of the state and local school staffs questioned report that male and female students continue to be discouraged from entering nontraditional areas. For example, there is still an unwritten rule in many schools that courses in auto mechanics are for boys and home economics for girls.
- State agencies have exerted little corrective action to overcome the remaining inequities. Few school systems are involved in community–employer activities, which case studies in the report show are vital to the success of efforts to promote sex equity in school.
- Despite the strong influences that factors outside school usually have on young people, schools can still help determine the type of courses students choose. Schools that put the most effort into activities to promote sex equity also have the greatest number of students enrolled in nontraditional courses.

Commenting on the report, Peggy Dotson, a distributive education teacher in Jasper, Alabama, and a member of the NEA Special Committee on Vocational and Practical Arts Educators, says, "In our state, there are not enough nontraditional role models in vocational education to encourage girls and boys to take nontraditional courses. I haven't met any women here who are auto mechanics instructors or welding teachers."

The Office of Education report was based on interviews in 49 states and the District of Columbia. It includes a sample of 100 comprehensive and vocational high schools, technical institutes, and community colleges. In each school four counselors, eight teachers, and 35 students were interviewed.

The study was mandated by Congress under the Education Amendments of 1976.

Arizona Teachers Rally for Adequate School Funding

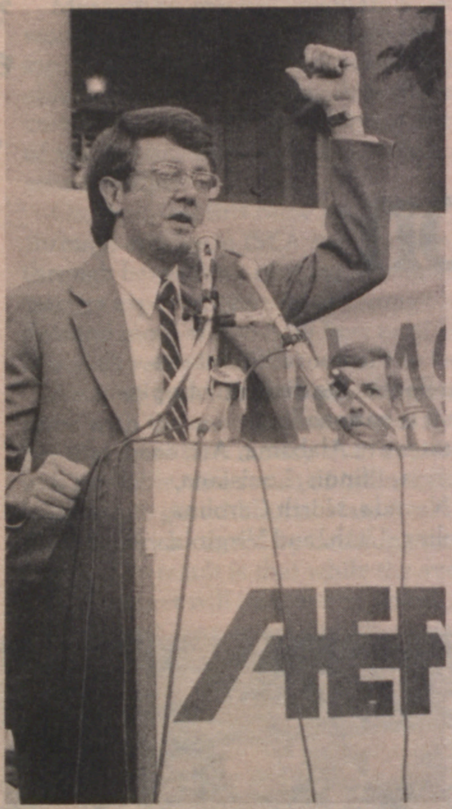
PHOENIX—The Arizona Education Association turned out some 4,000 teachers and other supporters of public education at the first state capitol rally in AEA's 88-year history.

The January 15 rally in support of adequate school financing was timed to coincide with a special session of the legislature in which the state's school finance and tax laws are being overhauled.

Teachers paraded around the capitol mall with signs reading "Don't bulldoze education," "Back basics with bucks," and "Don't take it out on kids!"

AEA President Don Eklund presented to the legislators a stack of petitions containing some 50,000 signatures AEA had gathered statewide, urging the lawmakers to help schools keep up with inflation.

The association has been fighting hard to keep the legislature from cutting back school programs, applying a Proposition 13-like meat-ax to property taxes, and mandating annual standardized testing of all children in the state.



"I recognize that education is the best investment we can make in the future," says Arizona Governor Bruce Babbitt, voicing support for teachers massed some 4,000 strong at AEA rally in front of the state capitol.

Cookbook Sales Help Pay Fines

NORWOOD, MASS.—Teachers from Alaska to Florida are eating Cape Cod Stuffed Quahogs and Yankee Noodle Dandy with help from a cookbook prepared by the New England Teacher Trust Fund.

Seven thousand copies of *What's Cooking In New England?* have been sold so far to help pay fines imposed on two local education associations following lengthy strikes.

Bridgeport, Connecticut, teachers face $196,000 in fines for their 1978 strike, and Fall River, Massachusetts, teachers must come up with $260,000 for ignoring a back-to-work order during a 1977 strike.

Jack Cook of Massachusetts administers the trust fund set up to raise the money. He says, "Response has been phenomenal from the boondocks to the big cities. We've been encouraged by our colleagues and the help they've given us."

So far, the fund has collected enough money to cover printing and mailing costs for the 95-page books. Now the teachers aim for $35,000 in profits for the trust fund.

Cook says recipes in the book are especially helpful for busy teachers who cannot spend a lot of time in their kitchens.

You can help. Buy a cookbook for yourself and more for gifts.

Make check or money order payable to "N.E.T.T.F."
Mail to New England Teachers' Trust Fund, Box 112,
Norwood, Mass. 02062.

Please send me ______ **cookbook(s).** Donation for each—$5.95 (shipping and handling included).

Total Amount $______________

Name______________________________

Address____________________________

City/State__________________ Zip__________

Name of Organization________________________

NEA Budget Process Under Way for '80-81

WASHINGTON, D.C.—The NEA Committee on Program and Budget has begun the budget-making process for the 1980-81 fiscal year, which begins September 1, 1980.

The goal is to develop a balanced budget to present to the NEA Board of Directors at its May meeting for approval and distribution to state and local leaders. Final authority to adopt the annual budget rests with the NEA Representative Assembly in July.

The committee, chaired by NEA Vice-President Bernie Freitag, has been meeting since November. Two meetings remain: March 15-17 and March 30-31 at NEA Center in Washington, D.C. Committee meetings are open to any NEA member.

In conjunction with NEA Regional Leadership Conferences, the committee has also held six regional budget input hearings to solicit ideas. The last such hearing, in Region #7 (Northeast), is scheduled for April 11-13 in Holyoke, Massachusetts.

Written inquiries and suggestions on program content may be forwarded to Vice-President Freitag at NEA Center. Suggestions for inclusion in the budget should contain sufficient information to allow the committee to reasonably ascertain cost implications and program worthiness.

Members may also provide budget input through any member of the Program and Budget Committee, through their NEA director, or through their local or state association.

Sharing a lighter moment during a recent meeting are NEA Committee on Program and Budget members (from left) Reginald Washington of New York; Luther Burse of Pennsylvania; Marian Conrad of Nevada; Chairperson Bernie Freitag, NEA vice-president; John McGarigal, NEA secretary-treasurer; Beth Nelson of Virginia; John Larson, Jr., of North Dakota; and Roxanne Bradshaw of Colorado. Absent was higher education representative Anthony Leone of Rhode Island.

NEA Recommends...

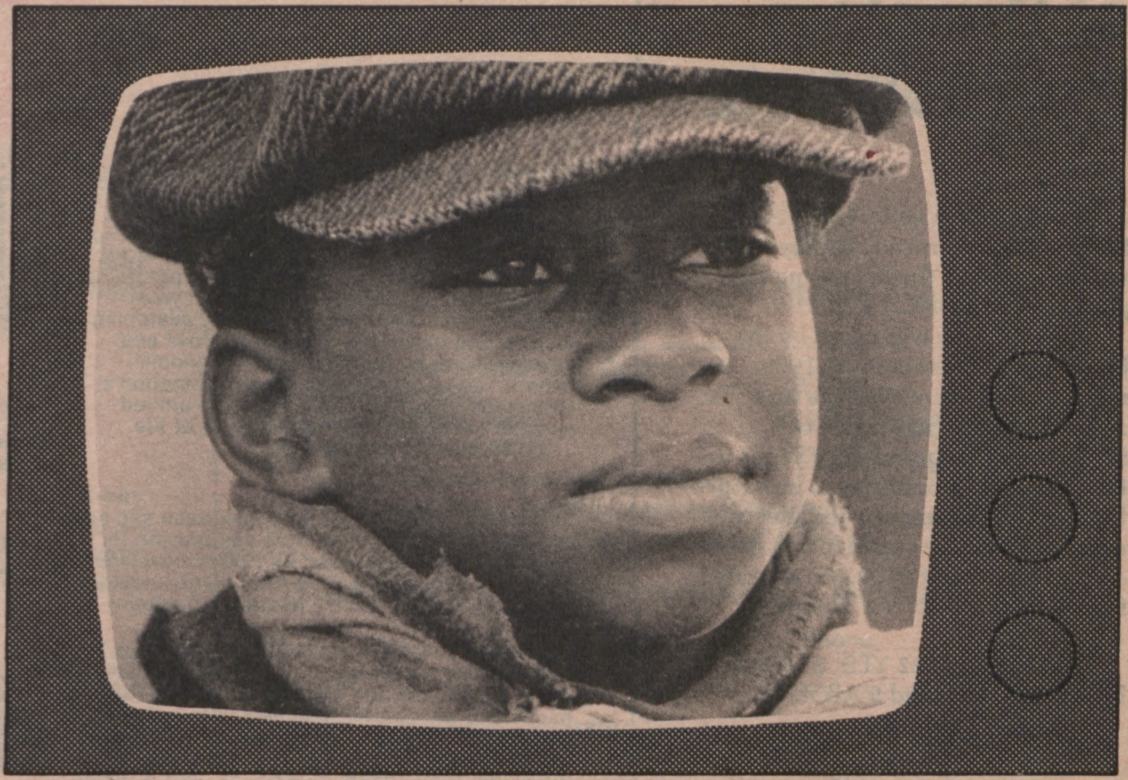
Teachers, students, and their families should enjoy watching the following NEA-recommended television programs in the coming weeks:

Young Performers—*Saturday, March 15, CBS, 3 p.m. EST.* Dedicated to the International Year of The Child and part of the "CBS Festival of Lively Arts for Young People" series, this event features three gifted young musicians accompanied by the New York Philharmonic. Hosted by Beverly Sills, with orchestra conducted by Zubin Mehta.

Where Do Teenagers Come From?—*Wednesday, March 19, ABC, 4:30 p.m. EST.* An "ABC Afterschool Special" about three 13-year-olds who enter the world of junior high school.

The American Short Story—*Mondays, PBS, 9 p.m. EST.* Short stories scheduled for dramatization on this Public Broadcasting System series, hosted by Henry Fonda: *March 17,* Mark Twain's "The Man That Corrupted Hadleyburg"; *March 24,* F. Scott Fitzgerald's "Bernice Bobs Her Hair" and Sherwood Anderson's "I'm a Fool"; *March 31,* Ernest Hemingway's "Soldier's Home" and Richard Wright's "Almos' a Man"; *April 7,* Ernest Gains' "The Sky Is Gray" (starring James Bond III, seen in photo at right) and William Faulkner's "Barn Burning."

Check local listings for exact times these shows will be broadcast in your area.



NEA, ABC Collaborate To Produce Video Materials for Classroom

NEW YORK CITY—In an unprecedented partnership between teachers and television producers, NEA and the American Broadcasting Companies, Inc., have joined forces to produce and promote a unique series of video programs to supplement classroom instruction in grades 4, 5, and 6.

Curriculum elements and teacher guides will be developed by experienced teachers selected by NEA to work with the creative program staff at ABC.

Each one-hour program will consist of several elements, dealing with news and current events, the sciences, the social sciences, the arts, and the humanities. Each program will also contain one segment directed to teachers and other school personnel and focusing on contemporary trends in elementary education.

Initial production and marketing plans call for about 20 hours of video instructional materials—one hour every two weeks—to be supplied to subscribers, beginning in 1981. The new video disc technology is being studied as a means for distributing the program to the schools. Video playback equipment will be made available to those who subscribe to the service.

Comments NEA Executive Director Terry Herndon, "It is absolutely essential that educators seek creative ways to enhance the utility of the television medium as a major instructional resource for teachers. I believe that a teacher-designed instructional service, such as that now in development by ABC and NEA, has an enormous and largely unexplored capacity to assist teachers in teaching children how to challenge, hypothesize, inquire, document, evaluate, and make intelligent choices."

Five NEA members, all classroom teachers, have been chosen to serve as educational consultants to ABC. One of the five, Camille Faith of Maryland, says, "Most teachers have felt TV is a negative influence in our society. We have never considered the good it could do."

Herbert Granath, vice president in charge of ABC Video Enterprises, has not only considered the educational potential of TV, but is willing to invest time, money, and staff to promote the project. "In education, the audiovisual field has been in the stone age," he says. "Our aim is to enable the teacher to call upon the new technology to stimulate the learning process."

In January, the five teacher consultants met for a week in Washington with representatives from ABC to plan pilot programs, along with curriculum guides for teachers.

According to Camille Faith, the television producers respected what the teachers had to say. "That was the most exciting part," she says. "We were willing to look at TV in a positive way. And ABC welcomed our expertise when developing the programs."

The agreement between NEA and ABC was negotiated by NFIE, the National Foundation for the Improvement of Education. NFIE is a nonprofit educational and charitable organization incorporated by NEA in 1969 to identify, investigate, and solve major educational problems.

Association members (from left) Patricia Baxter of Texas, Mae Helen Smith of Illinois, Ronald Szabo of Pennsylvania, Camille Faith of Maryland, and Eleanor Guerci of New Jersey serve as classroom consultants for new NEA/ABC video instruction project. Pilot programs are now in production and will be ready for 1981.

Have a story to tell?

LOS ANGELES—A Hollywood television production company is launching a search with NEA members for positive first-person teacher stories.

Alan Landsburg Productions is offering $1,000 to $1,500 to any teacher whose story idea is accepted for development of a network television dramatic special. The producer is seeking true cases of "special" teacher-student relationships resulting from the resolution of a situation involving a major conflict.

The conflict might be between a teacher and a group of students, or an entire class, and might be resolved with the help of one student, the producer suggests. Or the conflict might involve just one student to begin with—perhaps a student with a discipline problem, a handicap, a family problem. . . .

Story ideas should be sent to Alan Landsburg Productions, 1554 S. Sepulveda Blvd., Los Angeles, CA 90025 (attention: Frank McKevitt).

This is an offer, not a contest. Alan Landsburg Productions may choose not to select a first-person teacher story at all. However, if they do and if that story is presented to a network, the teacher will receive payment even if the program never gets on the air.

NEA Board of Directors Roll-Call Vote

Under a policy set by the NEA Board of Directors in February 1975, roll-call votes of the Board must be published in the *NEA Reporter*.

One such vote was taken by the Board at its December 7-8, 1979, meeting. Subject of the vote was "To authorize an appropriation of $300,000 from contingency funds to the Executive Committee to be used for special assistance to affiliates and members who are experiencing financial crises; at least $100,000 allocated for Wyandanch (N.Y.) Teachers Association."

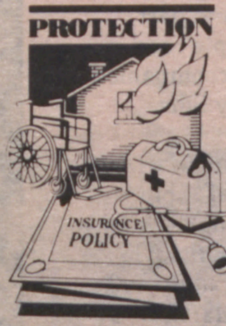
The vote was 122 YES, 2 NO, 2 NOT VOTING, and 5 ABSENT.

KEY:

"Y" voted in favor of the issue
"N" voted in opposition to the issue
"A" abstained on the issue
"NV" vote not recorded on the issue
"O" absent from meeting

The NEA Special Services Family

At Unified Special Services, we care about *you*. Our goal is to help you build a better life and a better tomorrow for you and your family. That's why we're listening and responding by working together to develop the family of exclusive products and services listed below. These programs are designed specifically for you with your needs in mind. And we're constantly searching for new and innovative ways to improve and develop these programs for your economic benefit. Take advantage of your Association's sponsored programs. They make the unified member life-style a very special way of life.



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TERM LIFE INSURANCE: Life insurance can be the most important protection you provide for your family. Receive up to $50,000 of coverage when you choose one of several plans underwritten by the Prudential Insurance Company of America.

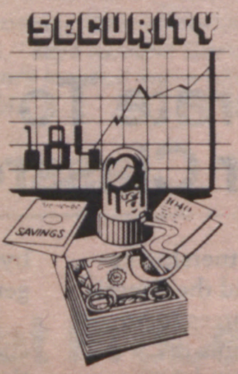
ACCIDENTAL DEATH AND DISMEMBERMENT INSURANCE: As we are becoming an increasingly mobile society, the chances of an accident happening are greater than ever before. For $19 a year, accident coverage is available for you and your eligible family members, anywhere in the world, for 24 hours a day. This plan is underwritten by the Prudential Insurance Company of America.

HOMEOWNERS' INSURANCE: Home and personal property protection that offers fire and broader coverage is available at money-saving rates to renters and homeowners. Plans tailored to meet your requirements are underwritten by the Horace Mann Insurance Company.

IN-HOSPITAL BENEFIT PLAN: A hospital bill is not the only cost involved in being hospitalized. This coverage pays you $40, $60, or $80 for each day of hospitalization . . . money to use in any way you choose. Payments are doubled when hospitalized for cancer or intensive care. Enrollment is guaranteed for all unified members under age 65. This plan is underwritten by the Life Insurance Company of North America and the Horace Mann Life Insurance Company.

We Offer You Travel!

TRAVEL: Broaden your horizons with a travel tour tailored to fit your plans. Experience the world for yourself with or without academic credit. The NEA world of travel programs is offered by NEA Educational Travel.



We Offer You Discounts!

LITERARY GUILD: A special membership in the NEA/Literary Guild Book Club is exclusively available to unified members, with an introductory offer of 5 books for $1, plus a free tote bag. Book club membership includes special savings on any books offered in the regular Literary Guild Magazine, too.

PRESCRIPTION SERVICE PROGRAM: Experience personalized service when you order top quality prescription and health care items from Pharmaceutical Services, Inc., one of the most technically advanced pharmacies in the country. Unique and exclusive benefits include a full line of generic drugs and drug information cards designed for your protection.

HERTZ RENT-A-CAR: Hertz offers members special rates on a broad selection of cars at over 4,000 locations. If you did not receive your new NEA/Hertz Discount Card in the January 1980 Catalog of ECOnomic Services, fill out the coupon below.

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INDIVIDUAL AND GROUP CONTRACT ANNUITIES: Put your before-tax dollars to work for your retirement and shelter a portion of your annual salary through enrollment in a tax-deferred annuity plan. The UTP Plan underwritten by the Horace Mann Life Insurance Company features low sales charges, high current and guaranteed interest, and liberal transfer provisions.

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- A symbol of achievement

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Washington, D.C. 20036

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☐ Literary Guild
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Address: ________
City: ________ State: ________ Zip: ________
School: ________ Phone: ________
School District: ________

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Working together with USS*

*Unified Special Services

NAME	STATE	VOTE
Butler	Ala.	Y
Dotson	Ala.	Y
Potter	Alaska	Y
Beachem	Ariz.	Y
Guy	Ariz.	Y
Johnson	Ark.	Y
Edwards	Calif.	Y
Estrellas	Calif.	Y
Foglia	Calif.	Y
Hodgkins	Calif.	Y
Kuiper	Calif.	Y
Logue	Calif.	Y
Shaw	Calif.	Y
Tinson	Calif.	Y
Vick	Calif.	Y
Bradshaw	Colo.	Y
Lansford	Colo.	Y
Rossomando	Conn.	Y
Waller	Conn.	Y
Gates	Del.	Y
Coluzzi	D.C.	Y
Scott	Fla.	Y
Wilson	Fla.	Y
Scott	Ga.	Y
Wright	Ga.	Y
Elento	Hawaii	Y
Ducker	Idaho	Y
Barrow	Ill.	Y
Betterman	Ill.	Y
Mack	Ill.	Y
Mishler	Ill.	Y
Hanna	Ind.	Y
Hock	Ind.	Y
Moudy	Ind.	Y
Halliburton	Iowa	Y
Mitchell	Iowa	Y
Peterson	Kans.	Y
Steele	Kans.	Y
Harvey	Ky.	Y
Nall	Ky.	Y
Coleman	La.	Y
Scott	La.	Y
Sullivan	Maine	O
Wilson	N.C.	Y
Elliott	Md.	Y
Jones	Md.	Y
Dunn	Mass.	Y
Gilmore	Mass.	Y
Schutt	Mass.	Y
Taylor	Mass.	Y
Christian	Mich.	Y
Duckworth	Mich.	Y
Kosa	Mich.	Y
Safronoff	Mich.	Y
Smith	Mich.	Y
Bauermeister	Minn.	Y

NAME	STATE	VOTE
Holman	Minn.	Y
Newton	Minn.	Y
Woods	Miss.	Y
Keeling	Mo.	N
Johnson	Mont.	Y
Kaldahl	Nebr.	Y
Conrad	Nev.	Y
Jenis	N.H.	Y
Blackburn	N.J.	Y
Gibson	N.J.	Y
Goldman	N.J.	Y
Parish	N.J.	Y
Ward	N.J.	Y
Smith	N. Mex.	NV
Pisa	N.Y.	Y
Washington	N.Y.	Y
Jones	N.C.	Y
Rader	N.C.	Y
Larson	N. Dak.	Y
Luddeke	Ohio	Y
Potts	Ohio	Y
Savage	Ohio	O
Willcox	Ohio	Y
Dyer	Okla.	Y
Fulton	Okla.	Y

NAME	STATE	VOTE
Lawrence	Ore.	Y
Wiper	Ore.	Y
Rollins	OV	Y
Huntley	Pa.	Y
Burse	Pa.	Y
Farr	Pa.	Y
Mechlowitz	Pa.	Y
Wyland	Pa.	Y
del Valle	P.R.	O
Mello	R.I.	Y
Cooper	S.C.	Y
Kanapaux	S.C.	Y
Horgen	S. Dak.	Y
Akers	Tenn.	N
Martin	Tenn.	O
Pike	Tenn.	Y
Brock	Texas	Y
Foster	Texas	Y
Harrell	Texas	Y
Hilger	Texas	Y
Hunt	Texas	Y
Reininger	Texas	Y
Chatterton	Utah	Y
Chaffee	Vt.	Y
Coffey	Va.	Y

NAME	STATE	VOTE
Gant	Va.	Y
Nelson	Va.	Y
Peterson	Wash.	Y
Wahlquist	Wash.	Y
Keeney	W. Va.	Y
Lewandowski	Wisc.	Y
Niemeier	Wisc.	Y
Stephenson	Wisc.	Y
Anderson	Wyo.	Y
Benson	At Large	Y
Deaton	At Large	Y
Futrell	At Large	NV
Sproul	At Large	Y
Kroll	SNEA	Y
Plata	SNEA	Y
Underwood	SNEA	O
Bowser	Ex. Com.	Y
Bruch	Ex. Com.	Y
Fujimori	Ex. Com.	Y
Owens	Ex. Com.	Y
Woodard	Ex. Com.	Y
Wynn	Ex. Com.	Y
McGarigal	Ex. Com.	Y
Freitag	Ex. Com.	Y
McGuire	Ex. Com.	Y

The UTP Tax-Deferred Annuity Program . . .

Retirement money doesn't grow on trees, but it *does* grow with sound investment. The financial freedom to relax and enjoy the kind of retirement you've earned depends on *planning* and *saving.*

These days, that's not as simple as it sounds. With current inflation and high taxes, it's increasingly difficult to save for tomorrow. And that's where the UTP Tax-Deferred Annuity Program can help.

A tax advantage today . . . retirement security tomorrow.

Your Association's TDA plan actually helps you find the money to put away for the future because taxes on the amount you invest—as well as the interest it earns—are deferred until withdrawal. That's usually at retirement when income is less and generally subject to lower tax rates. That means you pay less in income tax both today and tomorrow.

And now, at a time when your earning dollars actually buy less, your savings dollars can earn even more! The UTP Tax-Deferred Annuity Plan now pays a *current interest rate of 8.8%* effective January 1, 1980 on money deposited after January 1, 1979 (see chart for examples of guaranteed and current interest rates).

Other features of this plan, developed in cooperation with your Association and underwritten by Horace Mann Life Insurance Company, are:

- high guaranteed and current interest rates
- no penalty for full or partial withdrawal
- high annuity factors
- guaranteed lifetime income
- guaranteed death benefit

Just look at the chart below to see how much you can accumulate over the years with monthly investments of $125 or $200 in this program. (A minimum investment of $20 per month is required.)

	$125 PER MONTH — TAX DEFERRED		$200 PER MONTH — TAX DEFERRED	
POLICY YEAR	GUARANTEED INTEREST 4%	INCLUDING EXCESS INTEREST 8.8%*	GUARANTEED INTEREST 4%	INCLUDING EXCESS INTEREST 8.8%*
10	$17,589	$ 22,540	$ 28,391	$ 36,390
15	$29,534	$ 43,539	$ 47,555	$ 70,159
20	$44,066	$ 75,553	$ 70,872	$121,641
25	$61,746	$124,359	$ 99,240	$200,129
30	$83,257	$198,768	$133,754	$319,789

*Based on the current accumulation rate. Not guaranteed.

Not presently available in Connecticut, Hawaii, New Jersey and New York.

For example, a 40 year old who deposits $125 a month ($1,500 annually) for 25 years until retirement will accumulate $124,359 at the current rates.[1] And, with the current annuity factors, this will provide a lifetime income of $1,137 a month at age 65.[2] With retirement benefits like these, financial freedom is far simpler to achieve!**

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[1] The current accumulation rate, including excess interest. Excess interest is not guaranteed.
[2] The current male 10-year certain and life settlement.
**These cash values do not reflect any reduction for state premium taxes, which may or may not be required by your state.

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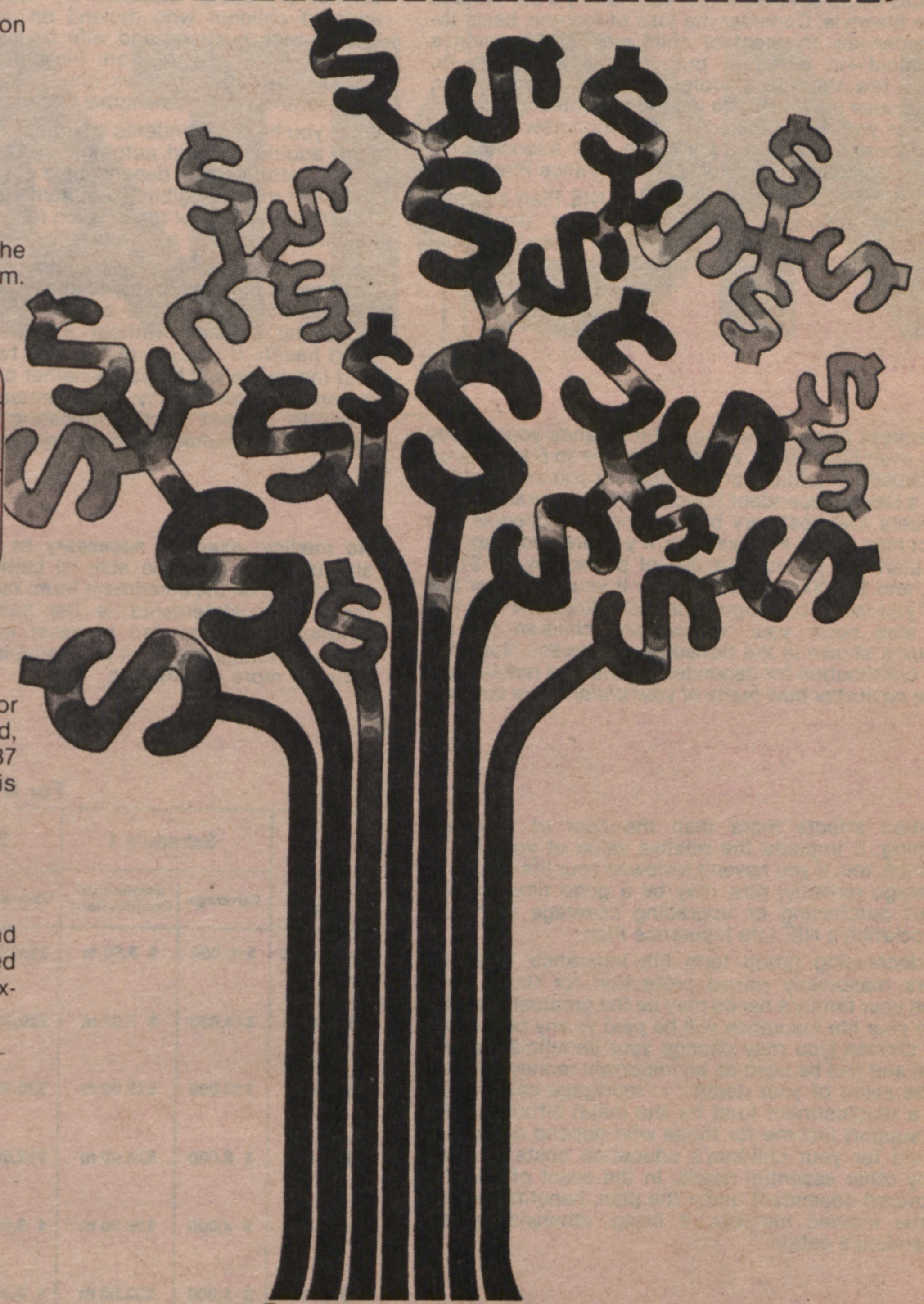

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Announcing a very important option for very important people —dependents coverage for your spouse and children!

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Are you the only member of your family who needs life insurance? Think about it. If something should happen to either you or your spouse, the financial consequences could severely affect your family's current and future life-style. Consider the loss of income, basic living expenses, the cost of child care and running a household—in terms of both dollars and time—to name a few. Whether a professional or a home-maker, your spouse may need life insurance protection just as much as you do—the kind of protection now available at reasonable group rates through your Association's New Independent Educators Life Insurance Plan (NIE).

And what about your children? The NIE Plan can provide this important coverage for your dependent children too, and it allows conversion to an individual policy at age 21 *without a medical examination.*

NIE Life Insurance—affordable protection for today's higher cost of living.

Regardless of any other type of insurance you already have, even NEA plans, you may be able to purchase up to $50,000* of additional coverage for yourself through NEA's New Independent Educators Life Insurance Plan. Amounts and cost vary by age and the schedule you select (see chart). For example, if you are under age 30, this plan can provide $10,000 of protection for $12 a year, and $50,000* for $52 a year if you are under age 50. If you select coverage under Schedules 3, 4 or 5, you can also cover your spouse and children for the amounts shown in the Schedule you select. Note that your contribution for dependents coverage remains the same *no matter how many of your children are covered.*

Choose protection to meet your needs.

Inflation affects more than the cost of food and clothing; it impacts the relative value of your life insurance, too. If you haven't reviewed your life insurance coverage recently, now may be a good time to think about purchasing or upgrading coverage with your Association's NIE Life Insurance Plan.

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Who is eligible?

NIE protection is available to active, educational support, life, student, or staff NEA members, including those currently insured under NEA Life Insurance Plans A, B, C, C+, S or Independent Educators. If you leave the field of education or retire, you may continue your NIE protection as long as you remain a member of NEA. Coverage will be terminated if you fail to make the required contribution within two months after it is due, or if NEA discontinues the program.

*The amount of insurance for members under age 50 may not exceed three times their annual compensation, or $30,000, whichever is greater.

Eligible dependents are: your spouse (unless divorced or annulled), unmarried children between 14 days and 21 years of age who are not members of the military service (including stepchildren, foster and legally adopted children who depend on you for support). Should both husband and wife be insured under this plan as members, they are ineligible for dependent spouse coverage; however, only one insured member may cover children as eligible dependents.

Once you have dependents insurance for your children, each additional child automatically becomes insured 14 days after birth. A dependent is covered until he/she no longer meets eligibility requirements, the necessary contributions are not made when required, or when the member's coverage terminates.

Should you become ineligible under the plan, you are guaranteed the opportunity to convert within two calendar months to any one of a number of individual Prudential policies, without furnishing evidence of good health. If you die during this two-month period, your insurance will be paid whether or not you applied for an individual policy. Arrangements may also be made to convert each terminating dependent's insurance to individual policies under similar conditions.

Other facts you should know.

No medical exam is necessary to become insured, although you must be able to certify all the health statements on the enrollment form. Your certification of these brief statements is the basis for providing coverage under the plan. However, even if you cannot do so, coverage may still be available and you should write for more information.

New! Continuance of insurance during total disability at no cost. If you become totally disabled before age 60, and remain so for at least six months, your life insurance will be continued for the duration of disability *at no cost* in accordance with the Schedule under which you are insured. Proof of disability must be furnished as required. Should you die during the first 12 months of such disability, your insurance will be paid even if you had not furnished proof of the disability or if contributions had not been continued.

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Name: ____________________

Address: ____________________

City: __________ State: __________ Zip: __________

Plan Schedules

For New Independent Educators Insurance Plan

Age**	Schedule 1 Coverage	Schedule 1 Semiannual Contribution†	Schedule 2 Coverage	Schedule 2 Semiannual Contribution†	Schedule 3 Coverage	Schedule 3 Semiannual Contribution†	Schedule 4 Coverage	Schedule 4 Semiannual Contribution†	Schedule 5 Coverage	Schedule 5 Semiannual Contribution†
Under 30	**$10,000**	**$ 6.00 m**	**$20,000**	**$11.00 m**	**$30,000**	**$ 16.00 m**	**$40,000**	**$ 21.00 m**	**$50,000**	**$ 26.00 m**
					15,000	*8.00 s*	*20,000*	*10.50 s*	*25,000*	*13.00 s*
					3,000	4.50 d	4,000	6.00 d	5,000	7.50 d
30 — 39	**$10,000**	**$ 7.00 m**	**$20,000**	**$13.00 m**	**$30,000**	**$ 19.00 m**	**$40,000**	**$ 25.00 m**	**$50,000**	**$ 31.00 m**
					15,000	*9.50 s*	*20,000*	*12.50 s*	*25,000*	*15.50 s*
					3,000	4.50 d	4,000	6.00 d	5,000	7.50 d
40 — 49	**$10,000**	**$15.00 m**	**$20,000**	**$29.00 m**	**$30,000**	**$ 43.00 m**	**$40,000**	**$ 57.00 m**	**$50,000**	**$ 71.00 m**
					15,000	*21.50 s*	*20,000*	*28.50 s*	*25,000*	*35.50 s*
					3,000	4.50 d	4,000	6.00 d	5,000	7.50 d
50 — 59	**$ 6,000**	**$24.00 m**	**$12,000**	**$47.00 m**	**$18,000**	**$ 70.00 m**	**$24,000**	**$ 93.00 m**	**$30,000**	**$116.00 m**
					9,000	*35.00 s*	*12,000*	*46.50 s*	*15,000*	*58.00 s*
					3,000	4.50 d	4,000	6.00 d	5,000	7.50 d
60 — 69	**$ 4,000**	**$36.00 m**	**$ 8,000**	**$71.00 m**	**$12,000**	**$106.00 m**	**$16,000**	**$141.00 m**	**$20,000**	**$176.00 m**
					6,000	*53.00 s*	*8,000*	*70.50 s*	*10,000*	*88.00 s*
					3,000	4.50 d	4,000	6.00 d	5,000	7.50 d
Over 70	**$ 1,000**	**$32.00 m**	**$ 2,000**	**$63.00 m**	**$ 3,000**	**$ 94.00 m**	**$ 4,000**	**125.00 m**	**$ 5,000**	**$156.00 m**
					1,500	*47.00 s*	*2,000*	*62.50 s*	*2,500*	*78.00 s*
					1,500	2.25 d	2,000	3.00 d	2,500	3.75 d

Policy Form 31300 Gen AS5-704

KEY
m = **Insured member's information shown in bold**
s = *Insured member's spouse information shown in italic*
d = Insured member's dependent children information shown in regular

**Age of member at time of claim
†Based on age of member on each due date

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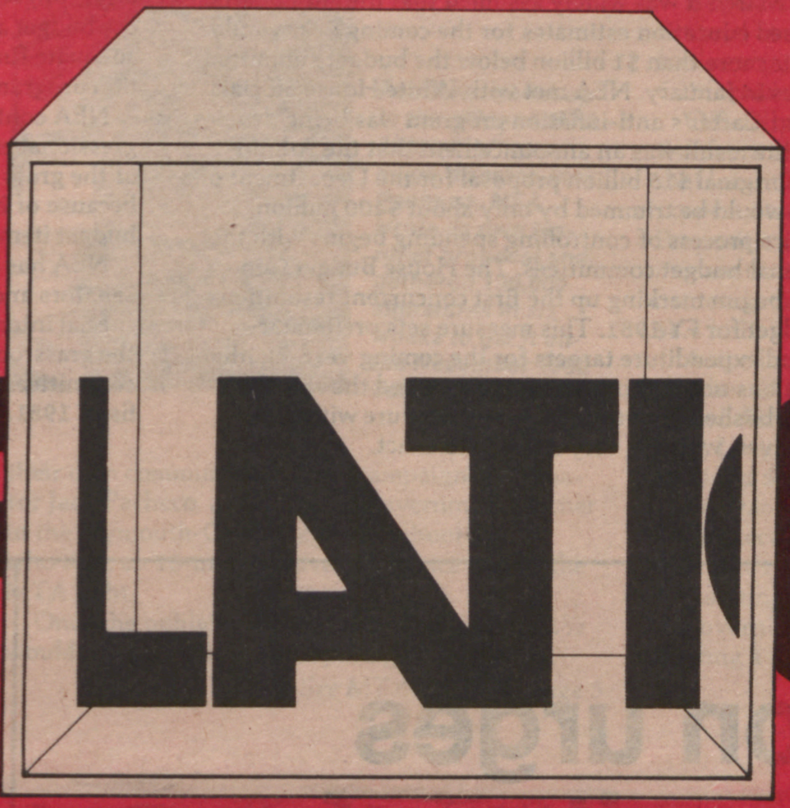

INFLATION

SQUEEZING TEACHERS OUT OF THE CLASSROOM

America has begun to lose some of its best teachers to inflation. Even when they take on second jobs and pare family budgets to the bone, teachers are finding they still cannot make ends meet. For a growing number, the only alternative seems to be to leave the profession for better-paying work. The story—including a look at Association efforts to reverse the trend—begins on page 7.

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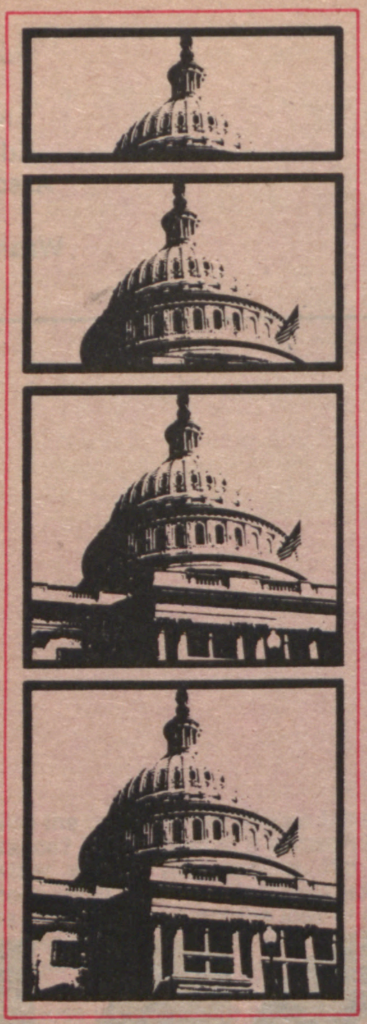

Amid budget panic

NEA team effort saves education $$$

WASHINGTON, D.C.—A strong congressional drive to balance the fiscal 1981 federal budget will not result in deep slashes in education funding, according to NEA's latest assessment of the Washington scene.

Early in March it was widely assumed that the Administration's revised education estimates for the coming year would cut requests more than $1 billion below the budget submitted to Congress in January. NEA met with White House officials as President Carter's anti-inflation program was being developed, and the result was an announcement that the Administration's original $15 billion proposal for the Department of Education would be trimmed by only about $400 million.

The entire process of controlling spending begins with the congressional budget committees. The House Budget Committee has begun marking up the first concurrent resolution on the budget for FY 1981. This measure sets preliminary revenue and expenditure targets for the coming year. Neither appropriations nor authorizations may exceed the spending targets established under the budget procedure without a specific waiver, which is very difficult to enact.

In its first draft of the budget resolution, the House committee made deeper cuts in the overall federal budget than the President had requested, but did not substantially reduce education targets. Nonetheless, NEA has brought members of local congressional contact teams to Washington to work with the budget and appropriations committees in efforts to retain adequate funding levels for impact aid and other vital education programs.

NEA contact team members also worked against a congressional effort to pin federal spending to a fixed percentage of the gross national product. NEA objected to this approach because of its meat-axe effect on "controllable" expenditures—budget items not mandated by automatic entitlement formulas.

NEA has asked state and local affiliates to convey to their senators and representatives their concerns about programs of special interest in their schools. Further efforts will be made at the grassroots level later this spring as the appropriations committees set to work on specific program funding for fiscal 1981.

Association urges Social Security reforms

WASHINGTON, D.C.—In March testimony before the House Social Security Subcommittee, NEA called for elimination of a government pension offset and other provisions of current law that discriminate against teachers.

Teachers are losing confidence in the system because recent changes in the law have reduced or eliminated benefits for which they or their spouses have paid, NEA told the subcommittee. "If teachers are to regain confidence in Social Security as a compact that will provide retirement benefits," NEA said, "Congress must correct errors in the 1977 Social Security amendments; avoid, at all cost, retroactive implementation of new legislation; and establish transition periods of sufficient length so that faith is kept with those who have been paying their FICA tax expecting one day to receive benefits."

In order to reduce payroll taxes and keep Social Security on a sound financial base, NEA proposed funding old age and survivor benefits from a payroll tax of 4.65 percent in 1981, with a gradual increase to 5.2 percent in 1990 and later years, and a shift of disability and medicare funding to general revenue sources.

NEA called for outright repeal of the government pension offset enacted in 1977. Under this highly discriminatory provision, spouse's and surviving spouse's Social Security benefits are reduced for teachers and other public employees who have retired on state or local pension plans. This offset is now in effect for men and is scheduled to affect women beginning in December 1982. NEA has helped secure more than 85 cosponsors for some 11 House bills to repeal the offset.

The Association's proposal is linked with support of Administration efforts to eliminate certain gender-based distinctions in the Social Security system. Congress is scheduled to consider the broad range of such discriminatory practices later this year or early in the next session.

Teachers regain control of teacher center awards

WASHINGTON, D.C.—Teachers will soon resume their dominant role in the approval of teacher center program applications, under an agreement just reached between NEA and the U.S. Office of Education (OE). The original method of selecting review panels was compromised last year when the American Federation of Teachers—unable to get more of its members on the panels—persuaded OE to conduct the next round of evaluations with only token teacher representation.

Following intensive discussions with NEA leaders, OE has now agreed to reinstate the original configuration of the review panels: five reviewers on each, two of whom are to be NEA members, one an AFT member, and two others. NEA has been asked to submit 30 nominations for review panels to be selected this spring.

Under the teacher center program, grants are made for local in-service and curriculum development projects designed by teachers to meet their own needs, and local policy boards must have majority representation of teachers.

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Design by **William J. Kircher & Associates.** Photo credits: page 3 (top) **Elinor Lipman,** (bottom) **Arnie Weissman;** pages 4 and 5 **Ray Crowell;** page 7 **Joe DiDio;** page 8 (top left) **Ron Marshall,** (top right) **Linda Sullivan,** (bottom) **Laurie Huse;** page 13 (top left) **Sam Grisso,** (top right) **Harlan Woods,** (bottom) **Dick Palmer;** page 14 **Jim Blaylock;** page 15 **Joe DiDio;** page 16 **Gayle Moore;** page 17 (top) **Joe DiDio,** (center) **NBC-TV.**

Contributing free-lance writer: pages 8 and 13 **Constance Walker,** Rockville, Maryland.

NEA affiliates work to head off disastrous tax cuts, push sound reforms

At least 25 states will be considering constitutional or statutory restrictions on state or local taxing or spending powers in the months ahead. The responses of associations in two states that face such proposals are featured here; in June the *NEA Reporter* will take a more comprehensive look at the tax-limitation movement nationwide.

In Massachusetts, Prop 2½

BOSTON—If you liked California's Proposition 13, you'll love Massachusetts' Proposition 2½.

This drastic and dangerous proposal would—

- Limit local property taxes to 2½ percent of the fair market value of property, which means a 45 percent average reduction in property taxes.
- Reduce automobile excise taxes by 62 percent.
- Repeal the fiscal autonomy of local school committees (school boards).
- Repeal the final and binding arbitration law that now applies to police and firefighters.

If Proposition 2½ passes, it will mean severe cuts in public services and mass layoffs of public employees—especially teachers. Massachusetts schools rely heavily on local property tax funds for their operation. And unlike California after Proposition 13, there is no state budget surplus here to bail out the local communities.

MTA strategy

The Massachusetts Teachers Association (MTA/NEA) is waging an all-out campaign to stop Prop 2½. "Our strategy is to utilize our 67,000 members to show people the direct impact of these cuts on their own communities," says campaign coordinator Jack Pacheco, a history and government teacher in the Plymouth-Carver regional school district who took an 18-month leave of absence to lead the MTA fight.

Petitions mount up in the office of MTA "Stop 2½" campaign director Jack Pacheco. MTA wrote its own tax-relief proposal and gathered 130,000 signatures in six weeks to get it on the November 1980 ballot.

Once the public is made aware of what Prop 2½ would actually mean—everything from hauling

See MTA FIGHTS, page 5

...and in California, Jarvis II

BURLINGAME—"Jarvis II," a proposed constitutional amendment that would chop personal and business income taxes in half, will appear on the California statewide primary ballot in early June.

Officially titled Proposition 9, this latest initiative from Howard Jarvis would eat away state funds that localities have been using to compensate for property taxes lost under Jarvis' 1978 brainchild, Proposition 13. The new initiative, limiting the state income tax rate to half what it was in 1978, would cut total state revenues by 20 to 25 percent, or about $4.4 billion a year.

According to statistics compiled by the California Teachers Association (CTA/NEA), the Los Angeles school district would be robbed of $334 million a year, Long Beach of about $27 million, and Sacramento of $19 million. "Obviously we can quibble all we want over the scope of the disaster," declares CTA Executive Director Ralph Flynn. "The fact is, even if it's only half as bad as purported, it's still devastating."

Governor Jerry Brown is reported to be considering a four-day work week for state employees,

See CTA BATTLES, page 5

Teachers help Carter build commanding lead

President Carter has shown such overwhelming political strength in 1980's first 18 primaries and caucuses that as we go to press his renomination at the Democratic national convention in August appears assured.

Playing an instrumental role in Carter's string of landslide victories during March were politically active NEA members in Florida, Alabama, Georgia, Tennessee, Washington State, South Carolina, Illinois, Oklahoma, Mississippi, Alaska, Hawaii, Virginia, and elsewhere.

Reaction from the Carter camp? Illinois Carter-Mondale campaign director Larry Hansen's was typical: "Of all of the groups . . . in the Illinois campaign, there was no more remarkable effort than that made by teachers. Their performance in Illinois, as in Iowa and all of the state primaries and caucuses until now, has contributed greatly to the growing momentum of the . . . campaign. When I came to Illinois in November, the Carter/Mondale campaign had few friends and sympathizers. Teachers represented by the Illinois Education Association/NEA were the one island of clear and unmistakable support. The marriage between the campaign and IEA/NEA has paid off nicely."

Carter scored a better than two-to-one victory in the Illinois popular vote and won about 85 percent of the state's 179 delegates.

For hundreds of teachers across the nation, getting involved in partisan politics this year means trying to get yourself elected to your party's national convention as a delegate or alternate. For many more, it means helping to get one of your teacher colleagues elected. The delegate selection process is a long and many-tiered one in most states, but growing numbers of teachers slated for Carter are now winning entry into the initial pool of potential delegates and alternates. In Illinois, for example, 13 of the delegates and five of the alternates selected so far are teachers.

Watch on-the-spot television coverage of this year's political primaries and caucuses and what do you tend to see in the background? Association campaign posters like those above. Scene here is the Carter victory party in Chicago on the night of the March 18 Illinois primary. Being interviewed is national Carter-Mondale campaign chair Robert Strauss.

In Tennessee, teacher newcomers made headlines with their "invasion" of the district conventions in March, much to the distress of some Democratic Party regulars. Statewide, the Tennessee Education Association's Political Action Committee for Education was able to elect nine teacher delegates and four alternates to be on the primary ballot in May.

Declining to go along with the NEA Board of Directors' recommendation for support of Carter support in the primaries and caucuses, the Massachusetts Teachers Association (MTA/NEA) backed favorite-son Sen. Edward Kennedy, who won that state's primary. Six Massachusetts teachers were elected as Kennedy delegates, two as Carter delegates, and four as Carter alternates.

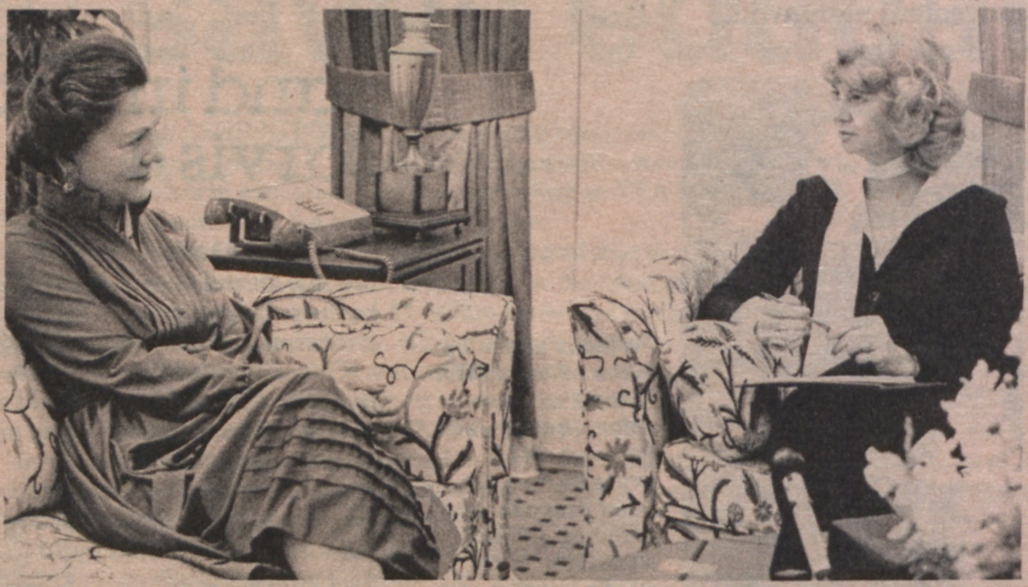
In the state of Washington, training in "how to be effective at precinct caucuses," delivered through UniServ councils, paid off royally. The Washington Education Association's "I'll be there March 11" buttons cropped up everywhere, and at least 4,000 teachers turned out at their neighborhood caucuses.

Says WEA/NEA political action director Steve Kink, "There was a major increase in the number of people attending caucuses here this year—largely due to teachers. Like Maine, we had many communities that traditionally had not caucused at all. Teachers organized caucuses there—some of which became all-teacher gatherings." About 40 percent of the teachers attending Washington's Democratic precinct caucuses were elected to go to their county caucus or convention—the next step toward becoming national delegates.

WEA/NEA, which is supporting Rep. John Anderson in the Republican nomination battle, is also mounting a statewide effort to get an eight-point education plank adopted in both party platforms.

A teacher's candid conversation with the new Secretary of Education

The nation's first Secretary of Education, Shirley Hufstedler (left), and NEA member Joan Prescott, a Pennsylvania high school English teacher, share their thoughts on such issues as classroom discipline, the teaching job market, and the role of the new cabinet-level Department of Education.



Education will officially take its place in the President's cabinet on May 7, 1980. The long-awaited birth of the new U.S. Department of Education will be marked with festivities at the White House and a "Salute to Learning" at Washington's John F. Kennedy Center for the Performing Arts.

To get a preview of what the new Department will mean for teachers, the *NEA Reporter* asked Secretary of Education Shirley Mount Hufstedler to schedule an appointment with an individual classroom teacher. So one Saturday in late March, as our tape recorder played, Secretary Hufstedler sat down in a corner of her spacious office to chat with NEA/Pennsylvania State Education Association activist Joan Prescott, an English teacher at Cedar Cliff High School, Camp Hill, Pennsylvania.

PRESCOTT: Mrs. Hufstedler, some of the teachers in my school have expressed the feeling that the Department of Ed seems to be so far removed from where we are, from the classroom . . . we wonder if you would consider instituting an advisory committee of practicing teachers to talk with you on a regular basis to help you—to keep you in touch with what is actually going on in America's classrooms?

HUFSTEDLER: I would not reject the idea out of hand; I would have to think about it. We have, of course, a wide variety of councils the composition of which consists almost entirely of teachers. We also have union structures that express teachers' concerns. We have all kinds of organizations that express different points of view about classroom teachers, their interests, their problems, their worries. A lot of teachers' concerns are shared by Americans generally.

There are some specifics that are worrisome, but what a national figure can do about some of them remains entirely problematical. That is to say, for example, many, many teachers are understandably worried about the lack of civility in the classroom—the amount of respect that students give to teachers. As a citizen of the country, I am as concerned as the teachers are about the lack of civility. But the reasons for that lack of civility go very deeply into the varied community settings, the home training, the influence of television—all sorts of matters which of course are entirely outside the control of a person who sits in Washington.

PRESCOTT: Also out of the control of the classroom teacher. What can we do as teachers to help the family structure? We are sent children who lack civility. We'd like to help them, yet we can't become surrogate parents . . . .

HUFSTEDLER: It seems to me we are doing some constructive things about it. I think there is a great deal of hope in having classes in parenting, because many of our young people become parents before they really have any idea of what parenting means. I think we have seen some successes in a different way in some of the programs in law-related education across the country, in which students beginning in kindergarten are given problems and lessons that permit them to see why rules are necessary. When one begins to address problems on the level of the youngsters, behavior usually improves. . . . That is not to say that there shouldn't be firm discipline in the schools, because there should.

PRESCOTT: Do you think corporal punishment should be allowed?

HUFSTEDLER: Well, I have seen few instances in which I could become convinced that corporal punishment was even-handed, that it was appropriate to the occasion, that it was effective as a corrective mechanism. It may cow an individual but do little more than drive the rebellion beneath the skin. It may well be that persons who administer corporal punishment feel better to get it out of their system, but I'm not sure it really does anything to assist the youngster. In short, overall my philosophy is that we get a great deal more success from any individual, adult or child, by rewarding good behavior than we do by being heavy-handed in the punishment department.

PRESCOTT: When I told my students that I'd be visiting with you, they asked if I could bring to you questions that they had, so if you don't mind . . . .

HUFSTEDLER: I think that's a wonderful idea. By all means.

PRESCOTT: One of my students asks if you feel it is worthwhile for a student to pursue a teaching career today, although the pay is low and the field overcrowded.

HUFSTEDLER: Yes. Of course a teaching career,

like any other career that involves direct work with other persons, takes the kind of individual who finds the greatest satisfaction in dealing with human beings—rather than, for example, dealing with numbers, dealing with machines, and so on. But if one's greatest satisfaction comes from dealing with human beings, then one certainly should think about a teaching career, if not the health services, the ministry, or a variety of other human helping kinds of career opportunities. It's true that teaching does not necessarily have the financial rewards that many other occupations have, but many of those occupations do not bring the deep sense of personal reward, either. But teaching is simply not for every person.

PRESCOTT: Second part of my student's question: Exactly what is the job outlook for educators?

HUFSTEDLER: It's mixed. We can see that in the short run some kinds of teaching roles are very rapidly diminishing and will be diminishing for about the next decade. For example, it would be difficult to encourage a person to undertake a career teaching pattern that involved teaching medieval texts in French at the college level, because the number of positions open at the college level in the next decade for scholars of this particular variety is not very great. But take a very different field, the field of special education, the field of bilingual education. The demand for teachers with these competencies is great and is growing. On the other hand, if the individual really wants to be a medievalist more than anything else and is extremely good at it, there will be circumstances in which that person may be able to find his or her slot. But if you're looking overall at the job market, you have to figure out what the needs will be by the time you are ready to undertake the professional obligations that you have chosen.

PRESCOTT: Another of my students wants to know how you get your information from each state or each local school, to find out what areas of education are lacking.

HUFSTEDLER: We do not lack for sources of information—we have all kinds of them. All kinds of constituency groups representing all facets of the educational world talk to people within the Department or directly to me and the undersecretary. In terms of sheer volume of writing, there may be more writing in the educational field than in any other single field I can think of. If you want specific information about a particular school or a particular state or a particular local education agency, telephones still work. One simply calls a chief state school officer, a principal, one talks to a consulting group, an advisory council, and out springs a wide variety of information, all of which can be followed up.

PRESCOTT: You seem to have left out one group there: teachers.

HUFSTEDLER: I have talked to really quite a lot of teachers, and I shall be talking to a great many more, not only through the representatives of teachers organizations, but also by talking to individual teachers as I move around the country—about what's on their minds, what they're worried about. And of course the concerns of teachers are also expressed in all kinds of magazines and publications directed to and written by teachers.

PRESCOTT: How do you feel about teachers' growing involvement in politics?

HUFSTEDLER: Teachers, like other human beings, have discovered that organization is important for having a point of view expressed in the political arena. That same philosophy has been followed by a number of other organized groups. I can't label it good or bad; it is a fact. I see no reason why teachers, any more than other groups of citizens, shouldn't get together to express their views collectively.

PRESCOTT: There's one area where a lot of teachers feel handicapped, and that's teaching the handicapped. We sometimes do not have adequate preparation before we receive a handicapped child. Is there anything in the works for helping teachers in this area?

HUFSTEDLER: Within the limits of our budgetary restraints, we're going to do our best to help teachers learn to deal with handicapped children. I think the teacher centers are a significant place in which we can disseminate what information we have, and I am hopeful that teachers who have been successful in dealing with different kinds of handicapped youngsters will have some kind of stipend—either on some kind of modest federal funding or through state systems—to help other teachers learn to deal with the problem. You know, teachers are much more successful in teaching teachers how to deal with specific situations than anyone else.

PRESCOTT: That's true.

HUFSTEDLER: So teachers have to have an opportunity to really work with one another. They must be given encouragement to do that, to share their experiences in how you reach children.

PRESCOTT: What are your personal priorities for attention once the new Department gets under way?

HUFSTEDLER: I have not prioritized them one-two-three-four, but after the Department is organized we are going to develop a series of priorities when the assistant secretaries and undersecretary and I can get together to discuss them. There is a series of things I feel confident we are going to tackle. One, I am going on the stump around the country to elevate the consciousness of Americans

about what classroom teachers do, to provide a greater sense of value for classroom teachers. Secondly, we have already gotten under way the beginnings of a program to analyze our entire regulatory process, to determine which regulations are duplicating, which regulations we can eliminate altogether, and which kinds of regulatory mechanisms we will have to go to Congress to ask to have consolidated. We're also working in the direction of collection of data from other agencies of government that impinge upon educators, to synthesize our data collection in a way that will permit less burdensome paperwork by classroom teachers and principals.

I have requested the Council of Chief State School Officers to assist us in finding out how many kinds of forms in their own school districts are required by local and state agencies. We've already discovered, by the way, that some of the things that teachers are told are required by the federal government are not required by the federal government at all. They are things that people have decided they'd like to collect on their own, and they say *we* want it and therefore you have to do it. In order to get

See HUFSTEDLER, page 18

MTA fights Prop 2 ½

from page 3

their own trash to the dump to having their child's class size raised to 50—"we don't think people will be willing to decrease their services to give another tax break to the business community," Pacheco says.

The first problem facing the campaign, which was launched last summer, was the general tax frustration felt by all citizens of the state—including teachers. "They want to maintain the governmental services they have, but they really don't want to pay for them at the rate that they've been paying in the past," Pacheco explains.

So the MTA came up with its own workable alternative proposal—a more sensible and realistic approach to tax reform. While MTA does not believe in 'government by referendum,' the association felt forced to file an alternative to Prop 2½ so voters would have an option that would provide substantial property tax relief while preserving public services.

"MTA has been advocating tax reform for years," notes Executive Director-Treasurer William Hebert, "but we don't want to smash the entire Massachusetts tax structure without regard for the consequences."

MTA's tax relief plan

MTA's ballot proposal limits state and local taxes by pegging any future increases to the rise in personal income, and raises the state's share of local education costs from the current 30 percent to 50 percent by 1984. The MTA alternative would also provide override procedures so that property tax limits could be exceeded with a two-thirds vote of a city council or town meeting—and for school purposes with a two-thirds vote of the school committee. (Prop 2½ allows local overrides only through the very difficult process of achieving a two-thirds majority on a local popular referendum.)

MTA's tax petition would limit local and state taxes to affordable levels, limit the share of personal income consumed by taxes, reduce reliance on the property tax to finance schools, preserve public services and jobs, and promote equal educational opportunity by providing additional funding to poor communities.

Each MTA affiliate chose a campaign coordinator last fall and organized a local drive to collect signatures on petitions supporting the MTA tax relief plan. Within 6 weeks, an extraordinary 130,000 signatures had been gathered—more than twice the number required to place the plan on the ballot this coming November.

Validity challenged

Meanwhile, the two petitions on behalf of Prop 2½—one to put it on the ballot as a constitutional amendment and one as a state law—barely collected the required 58,868 signatures each. MTA decided to challenge on grounds of invalid signatures, which meant four hectic weeks of cross-checking some 120,000 signatures for forgeries, nonregistered voters, and other irregularities.

The hard work paid off in January when the state ballot law commission ruled in MTA's favor, knocking off the ballot the more dangerous of the two proposals—the one that would make Prop 2½, if passed, part of the state constitution and so beyond repeal or change in any way for four years. The filers of that proposal—the Associated Industries of Massachusetts and the Massachusetts High Technology Council—have appealed to a superior court.

By May 7, the state legislature is mandated by law to consider the proposed ballot initiatives as legislation. If the legislature decides to beat the voters and approve a tax cut, MTA will be lobbying harder than ever for a compromise to soften the worst elements of 2½. If the legislature votes down the proposed initiatives, then the sponsor of each must gather 10,000 additional signatures to get on the ballot in November.

This spring MTA members have been speaking at every opportunity with professional and civic groups and the media to promote their alternative plan. Organizations such as the Municipal Association, the League of Women Voters, the PTA, and the Massachusetts Council of Churches are providing forums to study the effects of Prop 2½, and MTA members have joined with public interest groups, labor unions, and progressive citizens' groups to fight the proposal.

"Our greatest resource is people," says Pacheco. "We have members in every city and town across the commonwealth. We will not be able to meet the opposition's monetary resources, but we will be able to far outnumber the opposition in the number of people we can muster."

CTA battles Jarvis II

from page 3

pay cuts, layoffs for up to 30,000, or early retirement for as many as 50,000 if Jarvis II passes.

Post-Proposition 13 cuts have already caused layoffs of nearly 14,000 public school, college, and university employees—including 2,000 teachers. Summer school is gone. Class sizes have increased, with schools in some areas on double and triple sessions. School maintenance has been cut back. New textbook orders have been postponed and library services curtailed. Universities and community colleges have dropped classes. And employee morale is at an all-time low.

A sane alternative

Teachers and higher education faculty around the state are now gathering petitions for what CTA sees as a "sane alternative" to Jarvis II: the Tax Simplicity Act. This initiative, which cannot go on the ballot until the November general elections, is a comprehensive reform of California's personal income tax and bank and corporation tax.

It would increase the bank and corporation tax sufficiently to offset the cost of providing tax relief to individuals—which it would do by exempting from taxation the first $10,000 of income for single people and the first $20,000 of income for couples. These large "zero brackets" would replace many of the current exemptions, credits, and deductions.

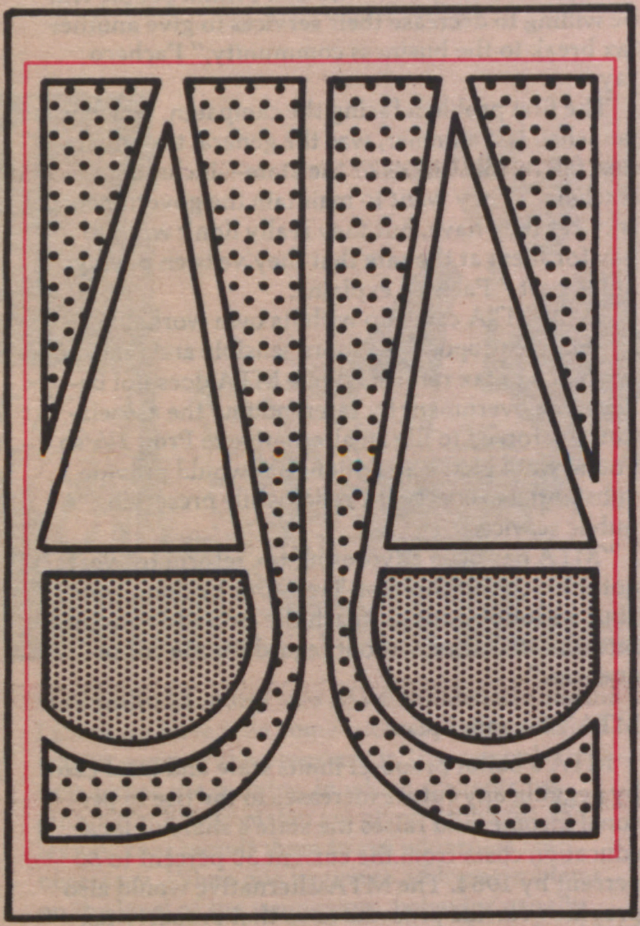
However, Jarvis II, as a constitutional amendment, would supersede most provisions of the Tax Simplicity Act, a statutory measure, if both should be approved by the state's voters. So the California Teachers Association and its affiliate in the state university and college system, the California Faculty Association, have joined a "You and Two" campaign with the goal of garnering anti-Jarvis II votes in June from each state and local government employee plus two of his or her family or friends.

CTA chapters are also mounting voter registration drives and a variety of efforts to provide the public with information on the adverse effects of Jarvis II. "We cannot look to other people to defeat this measure," says CTA's Flynn.

Nevertheless, CTA is at the forefront of a coalition of the groups that stand to lose the most if Jarvis II passes, including the state school boards association, AFT, AFSCME, the California school nurses organization, and others. The coalition is planning to mobilize all members, recruit volunteers, solicit signatures for the Tax Simplicity alternative, and raise money for a pre-vote media blitz. Even textbook salespeople, campus food distributors, and college-town merchants are being asked to help in the drive to defeat Jarvis II.

Association-funded legal battles pay off

Recent weeks have brought a flurry of victories in long-pending court cases financed by state education associations and the NEA DuShane Fund under the Unified Legal Services Program. In Kentucky, Iowa, Illinois, Utah, Texas, New Hampshire, Georgia, Montana, and elsewhere, NEA members have been winning higher-than-ever monetary settlements and establishing important legal precedents for teacher and faculty rights.



$400,000 in Kentucky

Jefferson County, Ky., teachers recently won the largest single judgment in the state's history for a teacher rights case when a federal court awarded over $400,000 to more than 100 victims of sex discrimination.

The suit was initiated back in 1973 by Jefferson County teacher Cathy Gene Rowlett, who charged that the school board's policy of forcing teachers to take unpaid leaves of absence from their fifth month of pregnancy to their third month after delivery was unconstitutional.

Only 108 teachers joined the suit, averaging $3,700 per claim for pay they would have received if not for the mandatory leave policy. One teacher was awarded almost $11,000. The Kentucky Education Association estimates that if all 1,300 teachers affected by the policy since May 1969 had joined the suit, the total judgment would have been close to $5 million.

$54,000 in Iowa

Physical education teacher Linda Sheeran has received almost $54,000 in damages—the highest back pay award ever granted to an Iowa teacher. She was fired in 1975 for "inattention to duty." Although with the help of the Iowa State Education Association the dismissal was reversed by the state board of public instruction, the Lewis Central School District refused to reinstate her because she had not met a requirement in the contract that she earn six additional hours of college credit. A district judge upheld the school board's claim that this failure voided Sheeran's contract.

In early 1979, the Iowa court of appeals reversed that decision, noting that it was unreasonable to expect Sheeran to comply with the college credit requirement while her case was in litigation, and sending the case back to the district judge for determination of damages. The $54,000 award represents back salary for four years plus 5 percent interest.

$70,000 in Illinois

When Illinois Federation of Teachers member Anna Joy Smith of East St. Louis was dismissed without a hearing in 1975, she went straight to her local Federation office seeking help. She went several times, appealing in vain to the president, the grievance chairman, the lawyer, other members, and finally to a vice-president of the national AFT.

When it became apparent that no action was forthcoming, Smith joined the Illinois Education Association. IEA lawyers pursued her case stubbornly for three years. In late 1978 the school board offered Smith an out-of-court settlement of $56,000. Deciding that IEA attorneys were worth sticking with, she refused, requesting that her case be taken to a higher court.

Illinois' fifth district appellate court has now ruled in Smith's favor—with reinstatement and a back pay award of over $70,000.

Award doubled in Utah

An additional $28,000 has been added to what was already the largest damage award ever in a UTP-supported teacher suit in Utah, thanks to a recent ruling by the state supreme court.

Tenured teacher Alma Pratt had been terminated in 1973 when his school was closed. The Uintah school district did not offer him a contract at any of its other schools, but did employ nontenured faculty in positions which Pratt was qualified to fill—an illegal breach of the district's contract.

In 1976 a state court ordered Pratt reinstated with $21,400 in damages. The added award now, which more than doubles the original judgment, results from the supreme court's reversal of an earlier ruling that the school district did not have to compensate Pratt for the time between the initial decision and the decision on appeal. By requiring "reinstatement, not reemployment," the supreme court said, the initial judgment had mandated that the teacher receive damages for the entire time he was unemployed.

Academic freedom in Texas

Nontenured Kingsville, Texas, high school teacher Janet Cooper has been awarded back pay and reinstatement by the Fifth Circuit Court of Appeals, which found her 1972 nonrenewal unconstitutional. The amount of damages will be established on remand to a lower court.

Cooper's problems began after she started using a student role-playing technique to teach the Reconstruction era of American history—an instructional method that drew parental complaints. Despite the recommendations of her principal and superintendent that she be renewed, and despite Cooper's evaluations as "outstanding" and "thoroughly satisfactory" in every category, the district's board of trustees voted to terminate her.

The board claimed that the classroom simulation exercise was not the cause of the nonrenewal and that even if it were, such an exercise was not entitled to constitutional protection. The court disagreed, concluding that the project was a motivating factor, and that "classroom discussion is [constitutionally] protected activity."

Sex bias in faculty promotions

The U.S. Supreme Court this winter declined to hear a second appeal by Keene (N.H.) State College in the landmark case of education professor Christine Sweeney. The high court thus let stand a lower court ruling that the college violated Title VII of the Civil Rights Act of 1964 by failing to promote Sweeney to the rank of full professor in 1974-75, while promoting male faculty with no greater qualifications.

Sweeney was eventually elevated to full professor on her third attempt, becoming only the fourth woman in the history of the college to achieve this rank. Backed by the New Hampshire Education Association and NEA, she filed suit in district court and won a backdating of her promotion from 1976 to 1975, as well as back pay for the difference in salary she had been denied.

Several years of appeals and remands followed, centering on the "burden of proof" both plaintiff and defendant must meet in proving or disproving discriminatory motives. Sweeney's is believed to be the only suit ever won on sex discrimination in college promotion practices.

Protected activities affirmed

Three other recent decisions have affirmed teachers' rights to criticize administrative policies, run for political office, and participate in association activities.

The Fifth Circuit Court of Appeals has affirmed a lower court order to reinstate University of Georgia assistant professor Bryan Lindsey, who was nonrenewed after he participated in the production and distribution of a questionnaire. The questionnaire asked faculty to rate such things as "fairness of decisions that affect you" and "extent to which good teaching is rewarded," and to send the completed form to the head of the board of regents.

The administration launched a police investigation into Lindsey's use of university facilities to mimeograph the material, but no illegalities were found. The university argued unsuccessfully in court that Lindsey's nonrenewal was not related to the questionnaire activity, and that even if it had been, such activity did not merit First Amendment protection.

A Jefferson County, Ky., school board policy mandating leave without pay for school employees who become political candidates was struck down recently as unconstitutional by the Kentucky court of appeals. Reversing a lower court's ruling, the appellate court found no compelling reason for the board to abridge teachers Talbot Allen's and William Lile's First Amendment right of free speech and association, since there was no showing that their political candidacies would affect their work as teachers.

The court also found the board's policy in violation of the Fourteenth Amendment's equal protection clause, since political candidates were forced to take leave while other teachers engaged in equally "time-consuming activities" were not.

Finally, in a breakthrough for the rights of nontenured teachers, the Montana supreme court has ordered reinstatement with back pay in an unfair labor practice suit involving conflict between two state laws: one permitting termination of a nontenured teacher without cause, and another prohibiting the firing of teachers for legitimate union activities.

The court concluded that Billings teacher Helen Widenhofer had been illegally nonrenewed in 1976 in retaliation for her activist role in a teacher strike. The court used the test established in the 1977 case of *Mt. Healthy City Board of Education v. Doyle*, in which the U.S. Supreme Court held that if unconstitutional motivation is shown to be a factor in a nonrenewal, the burden is on the employer to demonstrate that the termination would have occurred anyway, even without this motive.

INFLATION

SQUEEZING TEACHERS OUT OF THE CLASSROOM

Despite steadily climbing salaries, teachers enter the 1980's with less buying power than they had ten years ago. While the average teacher salary has risen 73 percent since the 1970-71 school year—from $9,269 to $16,000—the consumer price index (CPI) has skyrocketed 94.5 percent, so that what cost $1.00 in 1970-71 now costs $1.94. Today's $16,000 salary has a purchasing power of only $8,226 in 1970-71 dollars—a net loss of $1,043 in real income for the average teacher over the past decade!

In the last two years, teachers' buying power has been particularly hard hit, as the cost of living has jumped 22.6 percent while teacher salaries were increasing only 12.3 percent.

The table on this page, prepared by NEA Research, shows the grim statistics. But behind the figures stand hundreds of thousands of teachers who are lowering their standards of living, turning to second and even third jobs to try to make ends meet, and in some cases being forced to leave the profession entirely to pursue better-paying work.

No one ever entered teaching expecting to get rich, of course, but today's unprecedented inflation—particularly in the cost of such necessities as fuel, food, housing, and medical care—is making it impossible for many teachers to provide even a moderate standard of living for themselves and their families.

NEA members are practicing their own personal versions of

See INFLATION, page 13

TEACHER SALARIES VS. COST OF LIVING

School year	Average teacher pay	Percent change from prior year	Consumer price index[a]	Percent change from prior year	Purchasing power in 1970-71 dollars	Change from prior year
1970-71	$ 9,269		100.0		$9,269	
1971-72	9,705	+4.7%	103.4	+ 3.4%	9,386	+$117
1972-73	10,176	+4.9	108.2	+ 4.6	9,405	+ 19
1973-74	10,778	+5.9	118.7	+ 9.7	9,080	− 325
1974-75	11,690	+8.5	131.4	+10.7	8,896	− 184
1975-76	12,653	+8.2	140.0	+ 6.5	9,038	+ 142
1976-77	13,342	+5.4	148.3	+ 5.9	8,997	− 41
1977-78	14,247	+6.8	158.6	+ 6.9	8,983	− 14
1978-79	15,057	+5.7	174.5	+10.0	8,629	− 354
1979-80	16,000[b]	+6.3	194.5[b]	+11.5	8,226	− 403
Change 1971-80	+$6,731		+94.5%		−$1,043	
Average annual change	+$ 748		+10.5%		−$ 116	

[a] U.S. Department of Labor, Bureau of Labor Statistics. Average CPI for September-August converted to 1970-71 base year by NEA Research.

[b] Average teacher salary and consumer price index for 1979-80 estimated by NEA Research.

In face of economic crisis

Associations must intensify efforts to protect teachers

A personal message from NEA President Willard McGuire

The stories on the following pages—of outstanding teachers wearing themselves out on second jobs or being forced to abandon the careers they love for better-paying work—are not pleasant ones. It would be easy to pretend that they are isolated examples but, tragically, they are not.

Surging inflation is taking a heavy toll on NEA members, and on most other Americans. But to recognize this does not mean we must give in to forces beyond our control. Today's economic climate makes collective bargaining more difficult—but not impossible. As the concluding story on page 14 shows, tough stands by local Associations in Ohio, Michigan, Washington State, Iowa, and elsewhere are still managing to mitigate the impact of inflation.

Beyond our battles at the bargaining table, efforts can and must be waged on other fronts. The real struggle we are in now at the local level is over who is going to bear how much of the burden of the economic crisis. Boards of education are trying to force teachers to carry more than their share—to subsidize school systems, as usual, by taking as salaries what little is left after the inflated prices of everything else have been paid.

The time has come for school boards to stop defaulting on their responsibility to go to the public for additional dollars for public education. Seeking realistic revenue increases to fund legitimate teacher salary improvements takes political courage, but it must be done.

At the state level, NEA affiliates must intensify their efforts to work with governors and legislators to free more state funds for education. As the percentage of total school funding that comes from the states has risen in recent years, so, unfortunately, has the demand for tax and spending limitations that can cripple school budgets. Such measures are being proposed this year in over 25 states. Working to defeat them must be a major Association priority in the weeks and months ahead.

At the national level, real gains have been made in the past four years, thanks largely to political and legislative action. Through the election of a pro-education President and the election to Congress of other friends of education, we have established an atmosphere in Washington in which teacher advocates have high visibility and access to the nation's top public officials.

The results have been obvious: a 70 percent increase in federal support for education (a significant boost even when discounted for inflation), elevation of education to a cabinet-level department of its own, defeat of tuition tax credits and other anti-public education proposals on Capitol Hill, increased teacher input into in-service education through federally funded teacher centers, and more.

The unity and strength that have made these gains possible have never been needed so much as at this moment. Our country's economy is clearly in a state of crisis. National leaders are making efforts to cut spending drastically on all fronts, holding cuts to a minimum only in areas of highest national priority. Public education, the foundation on which the nation's future will be built, must continue to be one of those priorities.

The challenge is clear, the need immediate. We must keep in mind the fact that the strength of our Association provides us with the *means* to protect teachers and public education, but the *effort* must come from us, the *members* of the National Education Association. Together we can be successful and, for the sake of education and of teachers and students, we *must* be successful.

Inflation means 'creative poverty,' moonlighting...

TENNESSEE

CHATTANOOGA, TENN.—Hardy Junior High School history teacher Julian Atwood had to ask his wife, Linda, about the last time they took a vacation. He couldn't remember, but she did—it was six years ago, and it was one night in the Great Smokies.

Atwood has been teaching for 10 years. He works about 20 hours a week in the camera department of J.C. Penney Co. and also photographs weddings and Little League teams to further supplement his income.

The Atwoods have three children—a ten- and an eight-year-old and a two-month-old infant. Linda Atwood makes all their clothes and her own. She clips coupons and buys the cheaper cuts of meat ("we eat an awful lot of hamburger"). She hardly buys anything at regular price, stocking up on products when there are two-for-one specials.

The Atwoods eat primarily from their own garden throughout the summer. What's left is put in a small freezer for the winter months. The children get no junk food—snacks mean apples, oranges, and bananas. When the baby gets a little older Linda Atwood plans to make her own baby food.

There isn't much time for recreation. "We try to plan family things for the times that I'm home," Julian Atwood says. "We go for walks in the woods mostly. Because I don't get home until 9:30 two or three nights a week, I don't get much of a chance to see my kids—they're just about ready for bed."

"If my heart weren't in teaching, I wouldn't still be here," Atwood says softly. "Certainly the pay isn't here." He takes pride in teaching, watching students learn, guiding them. "You know," he muses, "if I could work simply at teaching, I would be a better teacher. I wouldn't have to work beyond midnight or put so much strain on myself or my family. I would be more rested, have more time to trace down information for my classes."

Atwood has spoken out before public officials in Chattanooga about teacher salaries and what they are doing to the profession. "Our buying power is less now than it was before our last raise. I feel it's an injustice to teachers. Three men have left my school recently because they just couldn't make it."

DERBYTOWN, VT.—Melody Aldag is on the Vermont Education Association board of directors. That is, she will be until the end of this school year. That's when she has decided to give it all up, after 10 years of elementary school teaching and association leadership.

Aldag is one of those teachers who came late to the profession. She married, raised her children, and then decided to earn a master's degree and become the best teacher possible.

"I was an idealist," she says. "I knew teaching wasn't a job where you could make a whole lot of money, but there was the personal satisfaction, and at first I thought it was enough to compensate me for the low salary.

"Up to two years ago, even though we were losing ground, I didn't feel frustrated by my paycheck. It had been adequate, and I had tutored during the summer."

Then came the inflationary crunch, says Aldag. "To me it's distressful to see what is considered the American way of life being denied to my family simply because I'm a teacher. I want for my children what other children take for granted. I want a piece of the pie. I work hard, do my job, and still can't give my family what other people provide for theirs."

Aldag and her husband do not own many things, and she says she never used to be materialistic, "but I am now. I would like a nice outfit just once, a dinner out, a vacation."

The Aldags are moving into a smaller house—one they built that will not have a mortgage and will not use commercial fuel. "I don't see how teachers with mortgages and fuel bills can possibly make ends meet," she adds.

Then she becomes thoughtful, searching for the words, trying to sort out the anger and hurt and frustration. "If the pay were adequate and in keeping with what a professional should be earning, I would stay in teaching. My son is an engineering student who will graduate this spring, and he's already been offered a job for $19,000. And he's only *considering* it. That's about $7,000 more than his mother is making after 10 years of teaching. $7,000 more! That hurts."

VERMONT

OREGON

PORTLAND, OREG.—John Flenniken, a high school chemistry teacher here for 12 years, left teaching recently when a large private utility company offered him $3,500 a year more.

He explains, "When it came to paying bills we were going into debt $100 a month while I was teaching. That's a new $100 a month—$1,200 a year—for *necessities*." Flenniken tells how proud he had always been of his credit rating—almost the highest, because his bills were always paid within 45 days, and there he was sinking deeper and deeper into debt.

"Every time we tried to make a budget—$60 a week for food—we found we couldn't make it. We would go shopping for my wife, myself, and our two children, and there was no way $60 was going to last us."

The family began eating fish or poultry—when they could afford it. Red meat was definitely out, and pasta and spaghetti took precedence for the main meals.

The Flennikens started buying in bulk quantity; Susan Flenniken cooked everything from scratch despite the extra time. Their lifestyle changed dramatically.

"My wife has taken the most," Flenniken says with a slight bitter laugh. "She's gone without new clothes. . . . She even feels guilty about buying a pair of shoes for herself. It's silly!"

The ex-teacher says it was hard to get involved in the classroom when he was constantly worried that nothing was left over from his paycheck and that he had to borrow from relatives or get a loan to pay his bills. At one time he had two loans going —one to consolidate all his debts—and then the lenders only approved him when they found out he worked two jobs.

Moonlighting for Flenniken meant being a crew boss for a soil conservation service putting in snow monitoring equipment. That took a lot of travel and a lot of time away from the family, but "it paid well." And he wrote an energy curriculum and acted as a consultant for utility companies.

"We joined a baby sitting cooperative that computes in time rather than money," he recalls. "We did take a one-night vacation on the coast, but it was too expensive. My wife said I was no fun to be with because I kept saying that what we were spending on gasoline and meals and car expenses could have fed our family for three or four days.

"You know," he says softly, "a friend and I were talking and we decided teaching was really 'creative poverty.' "

Feature continues on pages 13 and 14

PROPOSED AMENDMENTS TO THE NEA CONSTITUTION, BYLAWS, AND STANDING RULES

This issue of *Proposed Amendments to the Constitution, Bylaws, and Standing Rules* contains the amendments submitted in accordance with the provisions of Article IX of the Constitution and no later than 120 days preceding the Annual Meeting.

(Deletions are in brackets; additions are underscored.)

NEA COMMITTEE ON CONSTITUTION, BYLAWS, AND RULES

ROBERT W. CHAFFEE, Vermont, *Chairperson*
CONSTANCE N. BEACHEM, Arizona
DAVID J. McMAHON, Michigan
GEORGE O. SOUTHWICK, Massachusetts
DILLON L. STONE, New Mexico
RICHARD D. LINDSEY, New Jersey, *Liaison*, NEA Committee on Minority Affairs

Further information may be obtained from Irma L. Kramer, Assistant to the Executive Director, NEA Executive Office, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

AMENDMENTS 1 TO 19 REQUIRE A TWO-THIRDS (2/3) VOTE FOR ADOPTION.

AMENDMENT 1

(Requires a 2/3 vote)

Title: TO MAKE NECESSARY CHANGES IN THE CONSTITUTION TO COMPLY WITH THE LABOR-MANAGEMENT REPORTING AND DISCLOSURE ACT OF 1959 (LANDRUM-GRIFFIN ACT) BY:

1. GRANTING TO CERTAIN NEA MEMBERS THE RIGHT TO SEEK AND HOLD NEA OFFICE AND OTHERWISE TO PARTICIPATE IN NEA GOVERNANCE;
2. MODIFYING CERTAIN ETHNIC-MINORITY GUARANTEES IN NEA GOVERNANCE;
3. CLARIFYING THE DISTINCTION BETWEEN NEA "OFFICERS" AND "NONOFFICERS"; AND
4. MAKING CERTAIN CHANGES IN THE PROCESS FOR ELECTING NEA OFFICERS.

Article II. Membership

Section 1. Classes of Membership.

Membership in the Association shall comprise [a] classes of Active and Educational Support members and such other classes as may be provided in the Bylaws.

Article III. Representative Assembly

Section 2. Allocation of Delegates.

a. Allocation of delegate credentials to state affiliates shall be based on the ratio of 1:1,000 Active and Educational Support Association members within the state. No state shall receive fewer than fifteen (15) delegate credentials. Other delegate credentials shall be allocated as provided in the Bylaws.

b. Allocation of delegate credentials to local affiliates shall be based on the ratio of 1:150 Active and Educational Support Association members or major fraction thereof. Local affiliates within a state may similarly join together to form membership units for the purpose of representation. Allocation of delegate credentials for such clustered local affiliates shall be based on the ratio of 1:150 Active and Educational Support Association members or major fraction thereof.

c. No change

d. The Bylaws shall define the term ethnic minority and [assure] shall seek to achieve ethnic-minority representation in the Representative Assembly.

Section 3. Election of Delegates.

a. No change

b. Election to executive office or to the Board of Directors or to the Executive Committee shall constitute election to the Representative Assembly[.] for all purposes except voting (i) in elections for Association officers, and (ii) on increases in Association membership dues, provided that election to the Board of Directors by NEA Active and Educational Support members within the state shall constitute election to the Representative Assembly for all Representative Assembly for all purposes.

c. Election of delegates to the Representative Assembly shall be by secret ballot for each individual [office] position. The NEA members within each membership group entitled to delegate allocations as set forth in the Constitution and the Bylaws shall be eligible to vote.

Article IV. Executive Officers

Section 2. Qualifications for Executive Officers.

All candidates for the office of President, Vice-President, and Secretary-Treasurer shall have been Active or Educational Support members of the Association for at least [five (5)] two (2) years immediately preceding the election. Time spent by an Educational Support member in a membership category that now is encompassed in whole or in part by the Educational Support membership category shall be counted for purposes of the two-year requirement. All executive officers shall maintain Active or Educational Support membership in the Association.

Article V. Board of Directors

Section 1. Composition.

The Board shall consist of at least one (1) director from (a) each association affiliated with the Association as a state affiliate and (b) the Student NEA so long as it is affiliated with the Association. Each state unit shall be entitled to an additional director for each 20,000 Active and Educational Support members of the Association. The Student NEA shall be entitled to an additional director for each 20,000 Student members of the Association. The executive officers and other members of the Executive Committee shall be members of the Board of Directors ex officio.

a. At least one (1) director elected within each state shall be a nonsupervisor, and if a state is entitled to more than one (1) director, at least one (1) shall be a classroom teacher [and the] . The total number of additional directors representing the members in each state affiliate after the first shall be on the basis of proportional representation by educational position of NEA members.

b. In the event that the first three (3) directors from a state or the Student NEA do not include at least one (1) ethnic-minority person, the state affiliate or the Student NEA, as the case may be, shall take all legally permissible steps to elect a fourth director [shall be] who is from an ethnic-minority group.

c. Members from ethnic minorities shall comprise at least twenty (20) percent of the Board. The Representative Assembly shall elect additional directors as appropriate to assure such ethnic-minority representation. [Candidates for these positions shall be nominated by the ethnic-minority delegates at the Representative Assembly.]

Subsections d through f no change

Section 2. Terms of Office.

Subsections a and b no change

c. All candidates for NEA state director shall have been Active or Educational Support members of the Association for at least [five (5)] two (2) years immediately preceding the election. Time spent by an Educational Support member in a membership category that now is encompassed in whole or in part by the Educational Support membership category shall be counted for purposes of the two-year requirement.

d. No change

Article VI. Executive Committee

Section 1. Composition.

The Executive Committee shall consist of three (3) executive officers and six (6) members who shall be officers of the Association.

a. No change

b. Members from ethnic minorities shall comprise at least twenty (20) percent of the Executive Committee. The Representative Assembly shall elect additional Executive Committee members as appropriate to assure such ethnic-minority representation. [Candidates for these positions shall be nominated by the ethnic-minority delegates at the Representative Assembly.]

Section 2. Qualifications and Term of Office.

a. No change

b. All candidates shall have been Active or Educational Support members of the Association for at least [five (5)] two (2) years immediately preceding the election. Time spent by an Educational Support member in a membership category that now is encompassed in whole or in part by the Educational Support membership category shall be counted for purposes of the two-year requirement.

Article VIII. Affiliates and Special Interest Groups

Section 2. Ethnic-Minority Representation.

Affiliates of the Association shall take all reasonable and legally permissible steps to [assure that] achieve on their elective and appointive bodies [shall have] ethnic-minority representation that is at least proportionate to the ethnic-minority membership of the affiliate.

Article IX. Amendment of Constitution and Bylaws

Section 1. Proposal of Amendments.

Amendments to the Constitution or the Bylaws may be proposed to the Representative Assembly by one or more of the following methods:

a. By petition signed by at least one hundred (100) Active and/or Educational Support members from two (2) or more states and submitted to the Committee on Constitution, Bylaws, and Rules for presentation to the Representative Assembly;

Subsections b through e no change

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Robert W. Chaffee, Vermont

AMENDMENT 2

(Requires a 2/3 vote)

Title: TO ELIMINATE ALL CLASSES OF NEA MEMBERSHIP OTHER THAN ACTIVE, STUDENT, AND RETIRED.

Article II. Membership

Section 1. Classes of Membership.

No change

Section 2. Membership Eligibility: Provisions and Limitations.

a. Membership, as provided in the Bylaws, shall be open to all persons actively engaged in the profession of teaching or [in other educational work or to persons interested in advancing the cause of public education who] who are preparing to teach or who have retired from the profession as Active members. Such members shall agree to subscribe to the goals and objectives of the Association and to abide by its Constitution and Bylaws.

Bylaw 2. Membership

2-1. Classes.

a. There shall be [six (6)] three (3) classes of membership in the Association: Active, [Staff, Educational Support,] Student, and Retired [, and Associate].

b. Active membership shall be open to any person who is engaged in or who is on a limited leave of absence from professional educational work or who is serving as an executive officer of the Association. Active members shall hold or shall be eligible to hold a baccalaureate or higher degree or the regular teaching, vocational, or technical certificates required by their employment. Active membership is limited to persons who support the principles and goals of the Association and maintain membership in the local and state affiliates where eligible.

[c. Staff membership shall be open to any person employed by the Association or any of its affiliates in a professional staff position.

[d. Educational Support membership shall be open to any employee of a school district, college or university, or other institution devoted primarily to educational work who is not eligible for Active membership, including a person who is on a limited leave of absence from such employment or who is serving as an executive officer of the Association. Educational Support membership is limited to persons who support the principles and goals of the Association and maintain membership in the local and state affiliates where eligible.]

[e.] c. Student membership shall be open to any student enrolled in or preparing for a teacher-education program in an accredited college or university. Student members shall be eligible to be voting delegates at the Representative Assembly.

[f.] d. Retired membership shall be open to any retired member who has held membership in the Association for the year immediately prior to retirement. Retired members who have held Active[or Educational Support] membership status shall be eligible to be voting delegates at the Representative Assembly.

[g. Associate membership shall be open to any person who is interested in advancing the cause of public education but who is not eligible for any other class of membership in the Association.]

[h.] e. A member may appeal the assigned class of membership to the Board of Directors.

2-3. Rights and Limitations.

a. No change

b. The right to vote and to hold elective or appointive position shall be limited to Active [and Educational Support] members except as otherwise provided.

Subsections c through h no change

2-5. Membership Year.

No change

2-7. Membership Dues.

Subsections a through c no change

[d. Dues of Staff and Associate members shall be one-half (½) the dues of Active members.

[e. Dues of Educational Support members shall be one-half (½) the dues of Active members for the 1979-80 fiscal year, and commencing with the 1980-81 fiscal year the dues amount shall be determined and allocated in the manner set forth in Bylaw 2-7.a., except that the national average annual salary of persons eligible for Educational Support membership shall be used in the formula.]

[f.] d. Annual dues of Student members shall be payable to Student NEA in amounts as from time to time shall be established by the Student NEA.

[g.] e. Dues of members retired prior to September 1, 1973, shall be two dollars ($2) yearly.

[h.] f. Dues of members retiring on or after September 1, 1973, shall be five dollars ($5) yearly.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Patsy J. Estrellas, California

AMENDMENT 3

(Requires a 2/3 vote)

Title: TO BASE THE ALLOCATION OF DELEGATE CREDENTIALS TO STATE AFFILIATES ON A RATIO OF 1 TO 5,000 ACTIVE MEMBERS WITHIN THE STATE INSTEAD OF 1 TO 1,000; TO BASE THE ALLOCATION OF DELEGATE CREDENTIALS TO LOCAL AFFILIATES ON A RATIO OF 1 TO 100 ACTIVE MEMBERS WITHIN THE LOCAL AFFILIATE INSTEAD OF 1 TO 150; AND TO PROVIDE THAT NO STATE SHALL RECEIVE FEWER THAN FIVE (5) RATHER THAN FIFTEEN (15) DELEGATE CREDENTIALS.

Article III. Representative Assembly

Section 2. Allocation of Delegates.

a. Allocation of delegate credentials to state affiliates shall be based on the ratio of [1:1,000] 1:5,000 Active members within the state. No state shall receive fewer than [fifteen (15)] five (5) delegate credentials. Other delegate credentials shall be allocated as provided in the Bylaws.

b. Allocation of delegate credentials to local affiliates shall be based on the ratio of [1:150] 1:100 Active Association members or major fraction thereof. Local affiliates within a state may similarly join together to form membership units for the purpose of representation. Allocation of delegate credentials for such clustered local affiliates shall be based on the ratio of 1:150 Active Association members or major fraction thereof.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: John M. Glenn, California

AMENDMENT 4

(Requires a 2/3 vote)

Title: TO PROVIDE THAT THE ELECTION OF NEA OFFICERS AND VOTING ON NEA DUES INCREASES SHALL BE BY AN ALL-MEMBER MAIL BALLOT CONDUCTED BY NEA UNDER PROCEDURES ESTABLISHED BY THE ASSOCIATION BOARD OF DIRECTORS AND TO PROVIDE THAT THE BOARD OF DIRECTORS SHALL ESTABLISH PROCEDURES FOR PROPOSING AMENDMENTS TO INCREASE NEA DUES AND PROCEDURES FOR VOTING ON AND WITHDRAWING AMENDMENTS.

Article III. Representative Assembly

Section 7. Functions.

The Representative Assembly shall:

a. No change

[b. Elect the President, the Vice-President, the Secretary-Treasurer, the at-large members of the Board of Directors, and the members of the Executive Committee as provided in this Constitution and/or Bylaws;]

[c] b. No change

[d. Establish dues;]

(Reletter subsequent subsections.)

Section 9. Postponement of Annual Meeting.

In the event of an emergency, the Board may postpone the Annual Meeting as provided in the Bylaws. [In the event of such postponement, all officers and members of board and committees authorized by this Constitution and by the Bylaws shall remain in office until the Representative Assembly convenes. It shall then provide for their successors.]

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

a. [In odd numbered years] Beginning with the September 1, 1981, term, the President and the Vice-President shall be [nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with the Bylaws and the Standing Rules] elected by a vote of the Active and Educational Support members of the Association. Procedures for nominating candidates and conducting elections shall be established by the Board of Directors.

b. [In even numbered years] Beginning with the September 1, 1982, term, the Secretary-Treasurer shall be [nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with the Bylaws and the Standing Rules] elected by a vote of the Active and Educational Support members of the Association. Procedures for nominating candidates and conducting elections shall be established by the Board of Directors.

c. The term of the President, of the Vice-President, and of the Secretary-Treasurer shall be two (2) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the membership year in which a successor is elected, unless otherwise provided in this Constitution. An executive officer shall serve no more than two (2) terms in the office to which elected.

d. No change

Section 4. Ethnic-Minority Guarantee.

If after eleven (11) years no member of an ethnic-minority group has served as President, nominations [at the subsequent Representative Assembly] for the subsequent term shall be restricted to members of such groups.

Section 5. Succession and Vacancies.

No change in first paragraph

a. No change

b. If during the first year of a term a vacancy in either the office of Vice-President or the office of Secretary-Treasurer occurs, such vacancy shall be filled by the Board of Directors, which shall elect a successor to serve until [the next meeting of the Representative Assembly. The Representative Assembly shall then] a vote of the Active and Educational Support members of the Association can be held to elect a successor for the remainder of the term. Procedures for nominating candidates and conducting elections shall be established by the Board of Directors. In the event a vacancy occurs during the second year of a term, the Board of Directors shall elect a successor for the remainder of the term.

Article V. Board of Directors

Section 1. Composition.

No change in first paragraph

a. No change

b. No change

c. Members from ethnic minorities shall comprise at least twenty (20) percent of the Board. [The Representative Assembly shall elect a] Additional directors as appropriate to assure such ethnic-minority representation shall be elected by a vote of the Active and Educational Support members of the Association. Candidates for these positions shall be nominated [by the ethnic-minority delegates at the Representative Assembly] in accordance with procedures established by the Board of Directors.

d. Administrators shall be represented on the Board in proportion to their membership in the Association. If the percentage of administrators elected to the Board of Directors fails to achieve proportional representation, [the Representative Assembly shall elect at large] the number required to assure such representation shall be elected by a vote of the Active and Educational Support members of the Association. Candidates for these positions shall be nominated by [the delegates at the Representative Assembly] members who are administrators in accordance with procedures established by the Board of Directors.

e. Classroom teachers in higher education shall be represented on the Board in proportion to their membership in the Association. If the percentage of classroom teachers in higher education elected to the Board of Directors fails to achieve proportional representation, [the Representative Assembly shall elect at large] the number required to assure such representation shall be elected by a vote of the Active and Educational Support members of the Association. Candidates for these positions shall be nominated by [the delegates at the Representative Assembly] members who are classroom teachers in higher education in accordance with procedures established by the Board of Directors.

f. No change

Section 2. Terms of Office.

a. The term of office of NEA state directors shall be three (3) years. If any additional directors required pursuant to Section 1(c), (d), or (e) of this Article are elected after September 1, their term shall be from the date of their election until the end of the three (3) year term in question.

b. No change

c. No change

d. No change

Article VI. Executive Committee

Section 1. Composition.

No change in first paragraph

a. The executive officers and the six (6) members of the Executive Committee shall be [nominated and] elected at large [by the Representative Assembly] by majority vote of the Active and Educational Support members of the Association and by secret ballot for each individual office. Procedures for nominating candidates for the six (6) non-executive officer positions on the Executive Committee and conducting elections shall be established by the Board of Directors.

b. Members from ethnic minorities shall comprise at least twenty (20) percent of the Executive Committee. [The Representative Assembly shall elect a] Additional Executive Committee members as appropriate to assure such ethnic-minority representation shall be elected by a vote of the Active and Educational Support members of the Association. Procedures for nominating candidates and conducting elections shall be established by the Board of Directors.

Section 2. Qualifications and Term of Office.

a. Terms of the Executive Committee members other than the executive officers shall be three (3) years beginning September 1 following the election. If any additional Executive Committee members required pursuant to Section 1(b) of this Article are elected after September 1, their term shall be from the date of their election until the end of the three (3) year term in question. Such members of the Executive Committee shall

not serve more than two (2) terms.
b. No change

Article IX. Amendment of Constitution and Bylaws

Section 1. Amendment Which Do Not Increase Association Membership Dues.

(Retitle current Sections 1, 2, 3, 4, and 5 as paragraphs a, b, c, d, and e.

(Retitle current paragraphs a, b, c, and so forth as subparagraphs 1, 2, 3, and so forth.

(No change in text.)

Section 2. Amendments Which Increase Association Membership Dues.

Proposed amendments to the Constitution and Bylaws which increase Association membership dues shall be voted upon by the Active and Educational Support members of the Association. The Board of Directors shall establish procedures for proposing such amendments, for voting upon them, and for their withdrawal.
Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)
Contact Person: Shirley Fleetwood Coffey, Virginia

AMENDMENT 5
(Requires a 2/3 vote)

Title: TO PROVIDE THAT THE ELECTION OF NEA OFFICERS AND VOTING ON NEA DUES INCREASES SHALL BE BY AN ALL-MEMBER MAIL BALLOT UNDER PROCEDURES ESTABLISHED BY THE ASSOCIATION BOARD OF DIRECTORS; TO PROVIDE THAT THE BOARD OF DIRECTORS SHALL ESTABLISH PROCEDURES FOR PROPOSING AMENDMENTS TO INCREASE NEA DUES AND PROCEDURES FOR VOTING ON AND WITHDRAWING SUCH AMENDMENTS; TO PROVIDE FOR THE ELIMINATION OF STAGGERED TERMS; AND TO PROVIDE FOR CONCURRENT TWO (2) YEAR TERMS OF EXECUTIVE OFFICERS AND OTHER MEMBERS OF THE EXECUTIVE COMMITTEE.

Article III. Representative Assembly

Section 7. Functions.

The Representative Assembly shall:

a. No change

[b. Elect the President, the Vice-President, the Secretary-Treasurer, the at-large members of the Board of Directors, and the members of the Executive Committee as provided in this Constitution and/or the Bylaws;]

[c] b. No change

[d. Establish dues;]

(Reletter subsequent subsections.)

Section 9. Postponement of Annual Meeting.

In the event of an emergency, the Board may postpone the Annual Meeting as provided in the Bylaws. [In the event of such postponement, all officers and members of boards and committees authorized by this Constitution and by the Bylaws shall remain in office until the Representative Assembly convenes. It shall then provide for their successors.]

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

[a. In odd numbered years, the President and the Vice-President shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with the Bylaws and the Standing Rules.

[b. In even numbered years, the Secretary-Treasurer shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with the Bylaws and the Standing Rules.

[c. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be two (2) years beginning September 1 following their election.]

a. Beginning with the September 1, 1981, terms the President, the Vice-President, and the Secretary-Treasurer shall serve concurrent two (2) year terms, for which they shall be elected by a vote of the Active and Educational Support members of the Association. Procedures for nominating candidates and conducting elections shall be established by the Board of Directors. Each executive officer shall remain in office through August 31 of the membership year in which a successor is elected, unless otherwise provided in this Constitution. An executive officer shall serve no more than two (2) terms in the office to which elected.

[d.] b. No change

Section 4. Ethnic-Minority Guarantee.

If after eleven (11) years no member of an ethnic-minority group has served as President, nominations [at the subsequent Representative Assembly] for the subsequent term shall be restricted to members of such groups.

Section 5. Succession and Vacancies.

No change in first paragraph

a. No change

b. If during the first year of a term a vacancy in either the office of Vice-President or the office of Secretary-Treasurer occurs, such vacancy shall be filled by the Board of Directors, which shall elect a successor to serve until [the next meeting of the Representative Assembly. The Representative Assembly shall then] a vote of the Active and Educational Support members of the Association can be held to elect a successor for the remainder of the term. Procedures for nominating candidates and conducting elections shall be established by the Board of Directors. In the event a vacancy occurs during the second year of a term, the Board of Directors shall elect a successor for the remainder of the term.

Article V. Board of Directors

Section 1. Composition.

No change in first paragraph

a. No change

b. No change

c. Members from ethnic minorities shall comprise at least twenty (20) percent of the Board. [The Representative Assembly shall elect a] Additional directors as appropriate to assure such ethnic-minority representation shall be elected by a vote of the Active and Educational Support members of the Association. Candidates for these positions shall be nominated [by the ethnic-minority delegates at the Representative Assembly] in accordance with procedures established by the Board of Directors.

d. Administrators shall be represented on the Board in proportion to their membership in the Association. If the percentage of administrators elected to the Board of Directors fails to achieve proportional representation, [the Representative Assembly shall elect at large] the number required to assure such representation shall be be elected by a vote of the Active and Educational Support members of the Association. Candidates for these positions shall be nominated by [the delegates at the Representative Assembly] members who are administrators in accordance with procedures established by the Board of Directors.

e. Classroom teachers in higher education shall be represented on the Board in proportion to their membership in the Association. If the percentage of classroom teachers in higher education elected to the Board of Directors fails to achieve proportional representation, [The Representative Assembly shall elect at large] the number required to assure such representation shall be elected by a vote of the Active and Educational Support members of the Association. Candidates for these positions shall be nominated by [the delegates at the Representative Assembly] members who are classroom teachers in higher education in accordance with procedures established by the Board of Directors.

f. No change

Section 2. Terms of Office.

a. The terms of office of NEA state directors shall be three (3) years. If any additional directors elected pursuant to Section 1(c), (d), or (e) of this Article are elected after September 1, their term shall be from the date of their election until the end of the three (3) year term in question.

b. No change

c. No change

d. No change

Article VI. Executive Committee

Section 1. Composition.

No change in first paragraph

a. The executive officers and the six (6) members of the Executive Committee shall be [nominated and] elected at large [by the Representative Assembly] by majority vote of the Active and Educational Support members of the Association and by secret ballot for each individual office. Procedures for nominating candidates for the six (6) non-executive officer positions on the Executive Committee and conducting elections shall be established by the Board of Directors.

b. Members from ethnic minorities shall comprise at least twenty (20) percent of the Executive Committee. [The Representative Assembly shall elect a] Additional Executive Committee members as appropriate to assure such ethnic-minority representation shall be elected by a vote of the Active and Educational Support members of the Association. Procedures for nominating candidates and conducting elections shall be established by the Board of Directors.

Section 2. Qualifications and Term of Office.

a. [Terms of the Executive Committee members other than the executive officers shall be three (3) years beginning September 1 following the election] The six (6) members of the Executive Committee who are not executive officers shall be elected to serve concurrent two (2) year terms and shall begin serving such concurrent terms on September 1, 1981. If any additional Executive Committee members required pursuant to Section 1(b) of this Article are elected after September 1, their term shall be from the date of their election until the end of the two (2) year term in question. Such members of the Executive Committee shall not serve more than two (2) terms.

b. No change

Article IX. Amendment of Constitution and Bylaws

Section 1. Amendments Which Do Not Increase Association Membership Dues.

(Retitle Sections 1, 2, 3, 4, and 5 as paragraphs a, b, c, d, and e.

(Retitle current paragraphs a, b, c, and so forth as subparagraphs 1, 2, 3, and so forth.

(No change in text.)

Section 2. Amendments Which Increase Association Membership Dues.

Proposed amendments to the Constitution and Bylaws which increase Association membership dues shall be voted upon by the Active and Educational Support members of the Association. The Board of Directors shall establish procedures for proposing such amendments, for voting upon them, and for their withdrawal.
Submitted in accordance with the Constitution, Article IX, Section 1. d. (by majority vote of the NEA Board of Directors)
Contact Person: Shirley Fleetwood Coffey, Virginia

AMENDMENT 6
(Requires a 2/3 vote)

Title: TO PROVIDE THAT THE ELECTION OF NEA OFFICERS AND VOTING ON NEA DUES INCREASES SHALL BE BY AN ALL-MEMBER MAIL BALLOT VOTE UNDER PROCEDURES ESTABLISHED BY THE ASSOCIATION BOARD OF DIRECTORS; TO PROVIDE THAT THE BOARD OF DIRECTORS SHALL ESTABLISH PROCEDURES FOR PROPOSING AMENDMENTS TO INCREASE NEA DUES AND PROCEDURES FOR VOTING ON AND WITHDRAWING SUCH AMENDMENTS; TO PROVIDE FOR THE ELIMINATION OF STAGGERED TERMS; AND TO PROVIDE FOR CONCURRENT THREE (3) YEAR TERMS OF EXECUTIVE OFFICERS AND OTHER MEMBERS OF THE EXECUTIVE COMMITTEE.

Article III. Representative Assembly

Section 7. Functions.

The Representative Assembly shall:

a. No change

[b. Elect the President, the Vice-President, the Secretary-Treasurer, the at-large members of the Board of Directors, and the members of the Executive Committee as provided in this Constitution and/or the Bylaws;]

[c.] b. No change

[d. Establish dues;]

(Reletter subsequent subsections.)

Section 9. Postponement of Annual Meeting.

In the event of an emergency, the Board may postpone the Annual Meeting as provided in the Bylaws. [In the event of such postponement, all officers and members of boards and committees authorized by this Constitution and by the Bylaws shall remain in office until the Representative Assembly convenes. It shall then provide for their successors.]

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

[a. In odd numbered years, the President and the Vice-President shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with the Bylaws and the Standing Rules.

[b. In even numbered years, the Secretary-Treasurer shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with the Bylaws and the Standing Rules.

[c. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be two (2) years beginning September 1 following their election.]

a. Beginning with the September 1, 1981, term, the President, the Vice-President, and the Secretary-Treasurer shall serve concurrent three (3) year terms, for which they shall be elected by a vote of the Active and Educational Support members of the Association. Procedures for nominating candidates and conducting elections shall be established by the Board of Directors. Each executive officer shall remain in office through August 31 of the membership year in which a successor is elected, unless otherwise provided in this Constitution. An executive officer shall serve no more than two (2) terms in the office to which elected.

[d.] b. No change

Section 4. Ethnic-Minority Guarantee.

If after eleven (11) years no member of an ethnic-minority group has served as President, nominations [at the subsequent Representative Assembly] for the subsequent term shall be restricted to members of such groups.

Section 5. Succession and Vacancies.

No change in first paragraph

a. No change

b. If during the first year of a term a vacancy in either the office of Vice-President or the office of Secretary-Treasurer occurs, such vacancy shall be filled by the Board of Directors, which shall elect a successor to serve until [the next meeting of the Representative Assembly. The Representative Assembly shall then] a vote of the Active and Educational Support members of the Association can be held to elect a successor for the remainder of the term. Procedures for nominating candidates and conducting elections shall be established by the Board of Directors. In the event a vacancy occurs during the second year of a term, the Board of Directors shall elect a successor for the remainder of the term.

Article V. Board of Directors

Section 1. Composition.

No change in first paragraph

a. No change

b. No change

c. Members from ethnic minorities shall comprise at least twenty (20) percent of the Board. [The Representative Assembly shall elect a] Additional directors as appropriate to assure such ethnic-minority representation shall be elected by a vote of the Active and Educational Support members of the Association. Candidates for these positions shall be nominated [by the ethnic-minority delegates at the Representative Assembly] in accordance with procedures established by the Board of Directors.

d. Administrators shall be represented on the Board in proportion to their membership in the Association. If the percentage of administrators elected to the Board of Directors fails to achieve proportional representation, [the Representative Assembly shall elect at large] the number required to assure such representation shall be elected by a vote of the Active and Educational Support members of the Association. Candidates for these positions shall be nominated by [the delegates at the Representative Assembly] members who are administrators in accordance with procedures established by the Board of Directors.

e. Classroom teachers in higher education shall be represented on the Board at least in proportion to their membership in the Association. If the percentage of classroom teachers in higher education elected to the Board of Directors fails to achieve such proportional representation, [the Representative Assembly shall elect at large] the number required to assure such representation shall be elected by a vote of the Active and Educational Support members of the Association. Candidates for these positions shall be nominated by [the delegates at the Representative Assembly] members who are classroom teachers in higher education in accordance with procedures established by the Board of Directors.

f. No change

Section 2. Terms of Office.

a. The term of office of NEA state directors shall be three (3) years. If any additional directors elected pursuant to Section 1 (c), (d), or (e) of this Article are elected after September 1, their term shall be from the date of their election until the end of the three (3) year term in question.

b. No change

c. No change

d. No change

Article VI. Executive Committee

Section 1. Composition.

No change in first paragraph

a. The executive officers and the six (6) members of the Executive Committee shall be [nominated and] elected at large [by the Representative Assembly] by majority vote of the Active and Educational Support members of the Association and by secret ballot for each individual office. Procedures for nominating candidates for the six (6) non-executive officer positions on the Executive Committee and conducting elections shall be established by the Board of Directors.

b. Members from ethnic minorities shall comprise at least twenty (20) percent of the Executive Committe. [The Representative Assembly shall elect a] Additional Executive Committee members as appropriate to assure such ethnic-minority representation shall be elected by a vote of the Active and Educational Support members of the Association. Procedures for nominating candidates and conducting elections shall be established by the Board of Directors.

Section 2. Qualifications and Term of Office.

a. [Terms of the Executive Committee members other than the executive officers shall be three (3) years beginning September 1 following the election] The six (6) members of the Executive Committee who are not executive officers shall be elected to serve concurrent three (3) year terms and shall begin serving such concurrent terms on September 1, 1981. If any additional Executive Committee members required pursuant to Section 1(b) of this Article are elected after September 1, their term shall be from the date of their election until the end of the three (3) year term in question. Such members of the Executive Committee shall not serve more than two (2) terms.

b. No change

Article IX. Amendment of Constitution and Bylaws

Section 1. Amendments Which Do Not Increase Association Membership Dues.

(Retitle current Sections 1, 2, 3, 4, and 5 as paragraphs a, b, c, d, and e.

(Retitle current paragraphs a, b, c, and so forth as subparagraphs 1, 2, 3, and so forth.

(No change in text.)

Section 2. Amendments Which Increase Association Membership Dues.

Proposed amendments to the Constitution and Bylaws which increase Association membership dues shall be voted upon by the Active and Educational Support members of the Association. The Board of Directors shall establish procedures for proposing such amendments, for voting upon them, and for their withdrawal.
Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)
Contact Person: Shirley Fleetwood Coffey, Virginia

AMENDMENT 7
(Requires a 2/3 vote)

Title: TO DELETE THE PROVISION THAT AN EXECUTIVE OFFICER SHALL SERVE NO MORE THAN TWO (2) TERMS IN THE OFFICE TO WHICH ELECTED.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

c. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be two (2) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. [An executive officer shall serve no more than two (2) terms in the office to which elected.]
Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact Persons: Robert J. Gilchrist, Iowa; and Keith Zook,* Michigan*
*Contact persons for amendments of similar intent combined in accordance with Standing Rule 9.A.

AMENDMENT 8
(Requires a 2/3 vote)

Title: TO DELETE THE PROVISION THAT AN EXECUTIVE OFFICER SHALL SERVE NO MORE THAN TWO (2) TERMS AND TO ADD A PROVISION THAT AN EXECUTIVE OFFICER SHALL SERVE NO MORE THAN THREE (3) TERMS IN THE OFFICE TO WHICH ELECTED.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

c. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be two (2) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. An executive officer shall serve no more than [two (2)] three (3) terms in the office to which elected.
Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates) and Section 1.c. (by at least two state delegations)
Contact Persons: Cordell Affeldt, Indiana; and Paul duVair,* Wisconsin, and Lona Lewis,* Missouri*
*Contact persons for amendments of similar intent combined in accordance with Standing Rule 9.A.

AMENDMENT 9
(Requires a 2/3 vote)

Title: TO DELETE THE PROVISION THAT THE TERMS OF THE EXECUTIVE OFFICERS SHALL BE TWO (2) YEARS AND TO ADD A PROVISION THAT THE TERMS OF THE EXECUTIVE OFFICERS SHALL BE THREE (3) YEARS.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

c. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be [two (2)] three (3) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. An executive officer shall serve no more than two (2) terms in the office to which elected.
Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact Person: Barry L. Schartz, Kansas

AMENDMENT 10
(Requires a 2/3 vote)

Title: TO DELETE THE PROVISION THAT THE TERMS OF THE EXECUTIVE OFFICERS SHALL BE TWO (2) YEARS AND TO ADD A PROVISION THAT THE TERMS OF THE EXECUTIVE OFFICERS SHALL BE THREE (3) YEARS, COMMENCING IN 1981.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

c. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be [two (2)] three (3) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. An executive officer shall serve no more than two (2) terms in the office to which elected. (This amendment shall take effect September 1, 1981. Current officers would be eligible for one three (3) year term.)
Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact Person: John Kelly, New Jersey

AMENDMENT 11
(Requires a 2/3 vote)

Title: TO PROVIDE THAT THE PRESIDENT, VICE-PRESIDENT, AND SECRETARY-TREASURER SHALL BE NOMINATED AND ELECTED AT THE SAME REPRESENTATIVE ASSEMBLY.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

a. [In odd numbered years] The President, [and] the Vice-President, and the Secretary-Treasurer shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with the Bylaws and the Standing Rules.

b. [In even numbered years, the Secretary-Treasurer shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with the Bylaws and Standing Rules.]
Submitted in accordance with the Constitution, Article IX, Section 1.c. (by at least two state delegations)
Contact Persons: Ronald L. DiOrio, Rhode Island; and Otis C. Thompson, Maine

AMENDMENT 12
(Requires a 2/3 vote)

Title: TO DELETE THE PROVISIONS THAT (a) THE PRESIDENT AND VICE-PRESIDENT SHALL BE ELECTED IN ODD NUMBERED YEARS, (b) THE SECRETARY-TREASURER SHALL BE ELECTED IN EVEN NUMBERED YEARS, AND (c) THE TERMS OF THE EXECUTIVE OFFICERS SHALL BE TWO (2) YEARS; TO PROVIDE INSTEAD THAT THE PRESIDENT, VICE-PRESIDENT, AND SECRETARY-TREASURER SHALL BE ELECTED, ONE EACH YEAR, TO SERVE THREE (3) YEAR STAGGERED TERMS; AND TO ESTABLISH A SCHEDULE FOR THE IMPLEMENTATION OF THIS AMENDMENT.

Article IV. Executive Officers

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

c. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be two (2) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. [An executive officer shall serve no more than two (2) terms in the office to which elected.]

Article V. Board of Directors

Section 2. Terms of Office.

a. No change

b. [NEA state directors shall serve no more than two (2) terms.]

c. (Reletter c as b. No change in text.)

[d.] c. Student NEA directors shall serve terms of one (1) year [and may not serve more than two (2) terms]. The directors shall be Student members of the Association.

Article VI. Executive Committee

Section 2. Qualifications and Term of Office.

a. Terms of the Executive Committee members other than the executive officers shall be three (3) years beginning September 1 following the election. [Such members of the Executive Committee shall not serve more than two (2) terms.]

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: John Board, Montana

AMENDMENT 15

(Requires a 2/3 vote)

Title: TO DELETE THE PROVISION THAT ADMINISTRATORS SHALL BE REPRESENTED ON THE NEA BOARD OF DIRECTORS IN PROPORTION TO THEIR MEMBERSHIP IN THE ASSOCIATION.

Article V. Board of Directors

Section 1. Composition.

The Board shall consist of at least one (1) director from (a) each association affiliated with the Association as a state affiliate and (b) the Student NEA so long as it is affiliated with the Association. Each state unit shall be entitled to an additional director for each 20,000 Active members of the Association. The Student NEA shall be entitled to an additional director for each 20,000 Student members of the Association. The executive officers and other members of the Executive Committee shall be members of the Board of Directors ex officio.

[d. Administrators shall be represented on the Board in proportion to their membership in the Association. If the percentage of administrators elected to the Board of Directors fails to achieve proportional representation, the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are administrators.]

(Reletter e and f as d and e.)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: James J. Johnstone, Michigan

AMENDMENT 16

(Requires a 2/3 vote)

Title: TO ADD A PROVISION THAT NEA STATE DIRECTORS AND EXECUTIVE COMMITTEE MEMBERS SHALL MAINTAIN MEMBERSHIP IN THE ASSOCIATION THROUGHOUT THEIR TERMS OF OFFICE, EFFECTIVE IMMEDIATELY.

Article V. Board of Directors

Section 2. Terms of Office.

c. All candidates for NEA state director shall have been Active members of the Association for at least five (5) years immediately preceding the election. All state directors shall maintain throughout their term of office membership in the Association. (This amendment shall be effective immediately.)

Article VI. Executive Committee

Section 2. Qualifications and Term of Office.

b. All candidates shall have been Active members of the Association for at least five (5) years immediately preceding the elections. All Executive Committee members shall maintain throughout their term of office Active membership in the Association. (This amendment shall be effective immediately.)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Harrietta J. Eley, Virginia

AMENDMENT 17

(Requires a 2/3 vote)

Title: TO ADD PROVISIONS THAT (a) THE REVIEW BOARD CONSIST OF A SECONDARY REVIEW COMMITTEE, A PRIMARY REVIEW COMMITTEE, AND THE BODY OF THE WHOLE; (b) THE SECONDARY REVIEW COMMITTEE HAVE ORIGINAL JURISDICTION IN CASES BEFORE THE REVIEW BOARD, EXCEPT THOSE REGARDING CONSISTENT APPLICATION OF THE CONSTITUTION OR BYLAWS; (c) THE PRIMARY REVIEW COMMITTEE HAVE ORIGINAL JURISDICTION IN ALL CASES REGARDING CONSISTENT APPLICATION OF THE CONSTITUTION OR BYLAWS AND APPELLATE JURISDICTION IN ALL CASES OVER WHICH THE SECONDARY REVIEW COMMITTEE HAS ORIGINAL JURISDICTION; (d) THE CURRENT APPELLATE FUNCTIONS OF THE BOARD OF DIRECTORS AND EXECUTIVE COMMITTEE BE TRANSFERRED TO THE PRIMARY REVIEW COMMITTEE; (e) REVIEW BOARD MEMBERS MEET AS THE BODY OF THE WHOLE TO PERFORM THE REMAINING DUTIES OF THE REVIEW BOARD; (f) THE NUMBER OF MEMBERS OF THE REVIEW BOARD BE INCREASED FROM NINE (9) TO TEN (10) AND THE NUMBER OF ETHNIC-MINORITY MEMBERS FROM TWO (2) TO THREE (3).

Article VII. Review Board

Section 1. Structure.

The judicial powers of the Association as described in this Article shall be vested in a Review Board, which shall consist of a Secondary Review Committee, a Primary Review Committee, and the body of the whole.

Section 2. Powers.

The jurisdiction of the Review [Board] Committees shall extend to cases as herein defined:

a. The [Review Board] Secondary Review Committee shall have original jurisdiction in the following cases:

1. No change
2. No change
3. No change

[4. Review, upon request, of an action of the Executive Committee, Board of Directors, or Representative Assembly, regarding consistent application of the Constitution or Bylaws of the Association.]

b. The Primary Review Committee shall have appellate jurisdiction in the aforementioned cases and original jurisdiction in the following cases:

1. Review, upon request, of an action of the Executive Committee, Board of Directors, or Representative Assembly, regarding consistent application of the Constitution or Bylaws of the Association.

c. The Review [Board] Committees, when appropriate, shall have the following judicial powers subject to the conditions as herein outlined:

1. To impeach an officer. The officer shall have the right to appeal to the [Board of Directors] Primary Review Committee;

2. To censure, suspend, or expel a member for violation of the Code of Ethics of the Education Profession or other sufficient cause. The member shall have the right to appeal to the [Executive Committee on procedural grounds only] Primary Review Committee;

3. No change

4. To review an action of the Executive Committee, Board of Directors, or Representative Assembly for consistency with the Constitution and Bylaws and to recommend to the appropriate [governing] body remedial action if necessary. Requests for review may be made only by the Executive Committee, Board of Directors, Representative Assembly, a local or state affiliate (by official action), or upon petition of ten (10) percent of the certified delegates of the Representative Assembly.

Section 3. Review Board Appointment.

No change

Section 4. Review Board Prerogatives.

The [Review Board] body of the whole shall establish [its] the Review Board rules of procedure with the approval of the [Board of Directors] Representative Assembly. Due process must be guaranteed in all its proceedings.

Section 5. Impeachment.

No change

Bylaw 7. Review Board

7-1. Review Board.

a. The Review Board shall comprise [nine (9)] ten (10) members, at least [two (2)] three (3) of whom shall be members of ethnic-minority groups, appointed for five (5) year staggered terms beginning September 1. No person shall be eligible for reappointment to a regular term.

b. Five (5) members of the Review Board shall constitute the Primary Review Committee, and the other five (5) members shall constitute the Secondary Review Committee.

(Reletter current sections b, c, d, and e as c, d, e, and f.)

[f. The Review Board may assign less than a majority of its members to hear cases; however, a member so assigned shall not sit, should the Review Board hear the case on appeal.]

g. The President annually shall select the chairpersons with the advice and consent of the Board of Directors.

h. [The] Review Board members, meeting as the body of the whole, shall have the discretional authority, within [its] their allocated budget, to employ consultants or legal counsel.

Article IV. Executive Officers

Section 6. Impeachment.

Executive officers of the Association may be impeached for violation of the Code of Ethics of the Education Profession, for misfeasance, for malfeasance, or for nonfeasance in office.

a. No change

b. No change

c. The officer may appeal the decision to the [Board of Directors] Primary Review Committee.

Article VI. Executive Committee

Section 4. Impeachment.

Officers of the Association may be impeached for violation of the Code of Ethics of the Education Profession, for misfeasance, or malfeasance, or for nonfeasance in office.

a. No change

b. No change

c. The officer may appeal the decision to the [Board of Directors] Primary Review Committee.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: William M. Larsha, Tennessee

AMENDMENT 18

(Requires a 2/3 vote)

Title: TO ADD A PROVISION SPECIFYING THAT UNJUST USE OF ADMINISTRATIVE AUTHORITY SHALL BE CAUSE FOR CENSURE, SUSPENSION, OR EXPULSION OF A MEMBER BY THE REVIEW BOARD.

Article VII. Review Board

Section 2. Powers.

The jurisdiction of the Review Board shall extend to cases as herein defined:

b. The Review Board shall have the following powers subject to the conditions as herein outlined:

1. No change

2. To censure, suspend, or expel a member for violation of the Code of Ethics of the Education Profession or other sufficient cause, including but not limited to unjust use of administrative authority to break a strike, to lock out, to reduce in force, to fire, or to harass a member of the united teaching profession. Unjust use will be determined on a case-by-case basis by the Review Board. The member shall have the right to appeal to the Executive Committee on procedural grounds only;

(Renumber subsequent sections.)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Alvin F. Applegate, New Jersey

AMENDMENT 19

(Requires a 2/3 vote)

Title: TO ADD A PROVISION THAT THE CONSTITUTION MAY BE AMENDED BY A MAJORITY VOTE OF THE DELEGATES PRESENT AND VOTING AT THREE (3) CONSECUTIVE ANNUAL MEETINGS.

Article IX. Amendment of Constitution and Bylaws

Section 2. Amendment of the Constitution.

a. A proposed amendment to the Constitution shall be presented in writing to the Committee on Constitution, Bylaws, and Rules and read by title to the Annual Meeting immediately prior to its proposed adoption.

b. The text of the proposed amendment shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

c. This Constitution may then be amended at [the] an Annual Meeting by a two-thirds (2/3) vote of delegates present and voting or by a simple majority of delegates present and voting at three (3) consecutive Annual Meetings.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: James H. Cain, Colorado

AMENDMENTS 20 TO 29 REQUIRE A MAJORITY VOTE FOR ADOPTION.

AMENDMENT 20

(Requires a majority vote)

Title: TO ADD TO BYLAW 1-1. THAT A SPECIFIC OBJECTIVE OF THE ASSOCIATION SHALL BE TO GUARANTEE JOB SECURITY OF ITS MEMBERS.

Bylaw 1. Objectives

1-1. Specific Objectives.

The specific objectives directed toward the achievement of the stated goals of the Association shall be:

c. To promote and to protect the rights and welfare and to guarantee job security of its members;

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Mary Ann Rudelic, Michigan

AMENDMENT 21

(Requires a majority vote)

Title: TO LIMIT ACTIVE MEMBERSHIP TO PERSONS BELOW THE RANK OF VICE-PRINCIPAL.

Bylaw 2. Membership

2-1. Classes.

b. Active membership shall be open to any person who is engaged in or who is on a limited leave of absence from professional educational work or who is serving as an executive officer of the Association. Active members shall hold or shall be eligible to hold a baccalaureate or higher degree or the regular teaching, vocational, or technical certificates required by their employment. Active membership is limited to persons holding a rank below vice-principal who support the principles and goals of the Association and maintain membership in the local and state affiliates where eligible.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Tom Singleton, Rhode Island

AMENDMENT 22

(Requires a majority vote)

Title: TO DENY ACTIVE MEMBERSHIP OR EDUCATIONAL SUPPORT MEMBERSHIP TO ANY PERSON SERVING IN A SUPERVISORY OR ADMINISTRATIVE CAPACITY.

Bylaw 2. Membership

2-1. Classes.

b. Active membership shall be open to any person who is engaged in or who is on a limited leave of absence from professional educational work or who is serving as an executive officer of the Association, but not in a supervisory or administrative capacity. Active members shall hold or shall be eligible to hold. . . .

d. Educational Support membership shall be open to any employee of a school district, college or university, or other institution devoted primarily to educational work who is not eligible for Active membership, including a person who is on a limited leave of absence from such employment or who is serving as an executive officer of the Association, but not in a supervisory or administrative capacity. Educational support membership is limited to persons. . . .

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: James J. Johnstone, Michigan

AMENDMENT 22A

(Requires a majority vote)

Title: TO DELETE FROM THE REQUIREMENTS FOR RETIRED MEMBERS THE PROVISION THAT SUCH MEMBERS SHALL HAVE HELD MEMBERSHIP IN THE ASSOCIATION FOR THE YEAR IMMEDIATELY PRIOR TO RETIREMENT AND TO PROVIDE INSTEAD THAT SUCH MEMBERS SHALL HAVE HELD MEMBERSHIP IN THE ASSOCIATION FOR AT LEAST ONE (1) YEAR PRIOR TO RETIREMENT.

Bylaw 2. Membership

2-1. Classes.

f. Retired membership shall be open to any retired member who has held membership in the Association [for the year immediately prior to retirement] for at least one year prior to retirement. Retired members who have held Active or Educational Support membership status shall be eligible to be voting delegates at the Representative Assembly.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Sid Johnson, Arkansas

AMENDMENT 23

(Requires a majority vote)

Title: TO ELIMINATE THE CATEGORY OF ASSOCIATE MEMBERSHIP.

Bylaw 2. Membership

2-1. Classes.

[g. Associate membership shall be open to any person who is interested in advancing the cause of public education but who is not eligible for any other class of membership in the Association.]

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Jane R. Stern, Maryland

AMENDMENT 24

(Requires a majority vote)

Title: TO PROVIDE THAT MEMBERSHIP SHALL BE CONTINUOUS UNLESS TERMINATED FOR SUFFICIENT CAUSE AND TO PROVIDE THAT THE REVIEW BOARD SHALL DECIDE ON A CASE-BY-CASE BASIS WHETHER THERE IS SUFFICIENT CAUSE FOR TERMINATION.

Bylaw 2. Membership

2-3. Rights and Limitations.

g. Membership shall be continuous unless terminated for sufficient cause, including but not limited to the unjust use of administrative authority to break a strike, to lock out, to reduce in force, to fire, or to harass an NEA member. Sufficient cause, including "unjust use," shall be decided by the Review Board on a case-by-case basis.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Alvin Applegate, New Jersey

AMENDMENT 25

(Requires a majority vote)

Title: TO DELETE FROM BYLAW 2-7.a. THE PROVISION WHICH DESCRIBES A DUES RATIO FORMULA FOR DETERMINING THE AMOUNT OF THE ANNUAL ACTIVE MEMBERSHIP DUES AND TO PROVIDE THAT, FOR THE 1980-81 FISCAL YEAR, THE DUES OF ACTIVE MEMBERS SHALL BE FORTY-FIVE DOLLARS ($45), TEN DOLLARS ($10) OF WHICH SHALL BE ALLOCATED TO UNISERV GRANTS, AND THAT, FOR THE 1981-82 FISCAL YEAR, THE DUES OF ACTIVE MEMBERS SHALL BE FORTY-EIGHT DOLLARS ($48), ELEVEN DOLLARS ($11) OF WHICH SHALL BE ALLOCATED TO UNISERV GRANTS.

Bylaw 2. Membership

2-7. Membership Dues.

a. Dues of Active members shall be [.00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research] forty-five dollars ($45), ten dollars ($10) of which shall be allocated to UniServ grants commencing with the 1980-81 fiscal year, and forty-eight dollars ($48), eleven dollars ($11) of which shall be allocated to UniServ grants commencing with the 1981-82 fiscal year. Any person joining as an Active member during the first year of eligibility shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Carol A. Shilinsky, Massachusetts

AMENDMENT 25A

(Requires a majority vote)

Title: TO ADD A PROVISION THAT THE MEMBERSHIP FEE OF EDUCATIONAL SUPPORT MEMBERS WHO ARE REGULARLY EMPLOYED FOR FIFTY (50) PERCENT OR LESS OF THE NORMAL SCHEDULE FOR A FULL-TIME FACULTY MEMBER (AS VERIFIED BY THE LOCAL ASSOCIATION) SHALL BE ONE-HALF (½) OF THE EDUCATIONAL SUPPORT MEMBERSHIP DUES.

Bylaw 2. Membership

2-7. Membership Dues.

b. The membership fee for persons eligible for Active membership and Educational Support membership who are regularly employed for fifty (50) percent or less of the normal schedule for a full-time faculty member (as verified by the local association) shall be one-half (½) of the Active or Educational Support membership dues, as appropriate.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Mary Christian, Michigan

AMENDMENT 25B

(Requires a majority vote)

Title: TO ADD PROVISIONS THAT (a) THE DUES OF EDUCATIONAL SUPPORT MEMBERS SHALL IN NO EVENT BE LESS THAN ONE-HALF (½) THE DUES OF ACTIVE MEMBERS AND (b) THE PORTION OF DUES OF EDUCATIONAL SUPPORT MEMBERS ALLOCATED TO UNISERV SHALL BE EQUAL TO THE AMOUNT ALLOCATED ON BEHALF OF ACTIVE MEMBERS.

Bylaw 2. Membership

2-7. Membership Dues.

e. Dues of Educational Support members [shall be one-half (½) the dues of Active members for the 1979-80 fiscal year, and commencing with the 1980-81 fiscal year the dues amount] shall be determined [and allocated] in the manner set forth in Bylaw 2-7.a., except that the national average annual salary of persons eligible for Educational Support membership shall be used in the formula and the dues shall in no event be less than one-half (½) the dues of Active members. The portion of said dues allocated to UniServ grants shall be equal in amount to that allocated on behalf of Active members.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Mary Christian, Michigan

AMENDMENT 25C

(Requires a majority vote)

Title: TO DECREASE FROM TWO (2) TO ONE (1) PERCENT THE PENALTY ASSESSED LOCAL AND STATE AFFILIATES THAT BECOME DELINQUENT IN THEIR CONTRACTED DUES TRANSMITTAL SCHEDULES.

Bylaw 2. Membership

2-9. Dues Transmittal and Enforcement Procedures.

b. A local shall transmit to a state affiliate and a state affiliate shall transmit to the Association at least forty (40) percent of the Association dues receivable for the year by March 15 and at least seventy (70) percent of the Association dues receivable for the year by June 1; the percentage shall be based upon the last membership count prior to January 15, and upon a membership year beginning September 1, unless the contracted transmittal schedule stipulates otherwise.

(1) A local or state affiliate which becomes delinquent in its contracted transmittal schedule by more than thirty (30) days shall be assessed a penalty of [two (2)] one (1) percent per month on the overdue balance.

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 members from two or more states)

Contact Person: James E. Mills, Colorado

AMENDMENT 26

(Requires a majority vote)

Title: TO DELETE THE REQUIREMENT FOR PROPORTIONAL REPRESENTATION BY EDUCATIONAL POSITION IN DELEGATIONS FROM ALL-INCLUSIVE AFFILIATES AND TO PROVIDE THAT A DELEGATE ELECTED THROUGH A SECRET BALLOT ELECTION SHALL SERVE REGARDLESS OF HIS/HER EDUCATIONAL POSITION.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active and Educational Support membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes. Allocation of delegate credentials to Student NEA shall be on the basis of active membership in the Student NEA as of May 1 of the calendar year in which the Representative Assembly convenes.

In an all-inclusive education association any member eligible for active membership shall serve as a delegate to the NEA annual convention if elected through a secret ballot election. The educational position of one so elected shall not prevent him or her from serving.

[Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by educational position.]

A delegate elected to represent an affiliate shall be a member of that affiliate.
Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact Person: Odell Owens, Jr., Georgia

AMENDMENT 27

(Requires a majority vote)

Title: TO PROVIDE THAT THE PRESIDENT AND VICE-PRESIDENT OF A LOCAL OR STATE AFFILIATE SHALL BE CONSIDERED A CLASSROOM TEACHER FOR PURPOSES OF DELEGATE REPRESENTATION.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active and Educational Support membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes. Allocation of delegate credentials to Student NEA shall be on the basis of active membership in the Student NEA as of May 1 of the calendar year in which the Representative Assembly convenes.

Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by education position, provided that a president or vice-president of a local or state affiliate shall in all cases be considered a classroom teacher for purposes of delegate representation, regardless of his or her actual educational position. A delegate elected to represent an affiliate shall be a member of that affiliate.
Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact Person: Odell Owens, Jr., Georgia

AMENDMENT 27A

(Requires a majority vote)

Title: TO ADD A PROVISION THAT AN INDIVIDUAL ELECTED TO A MULTIYEAR TERM AS A DELEGATE SHALL SERVE PROVIDED THAT HE/SHE AND THE AFFILIATE CONTINUE TO QUALIFY FOR THE DELEGATE POSITION.

Bylaw 3. Representative Assembly

3-3. Term.

Delegates shall be elected for a term not to exceed three (3) years. An individual elected to a multiyear term shall serve if he/she and the affiliate continue to qualify for the delegate position.
Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)
Contact Person: Judith M. Owens, New Jersey

AMENDMENT 27B

(Requires a majority vote)

Title: TO ADD A PROVISION THAT WOULD ALLOW THE STUDENT NEA THE OPTION OF ELECTING ITS NEA DIRECTORS BY AN ALL-MEMBER SECRET BALLOT OF STUDENT NEA MEMBERS.

Bylaw 5. Board of Directors

5-1. Election.

a. A majority vote of those voting shall be necessary to elect an NEA director. Except as otherwise provided in Article V of the Constitution, members of the Board of Directors shall be elected by secret ballot for each individual office (i) by the Active and Educational Support NEA members within each state or (ii) by the NEA members elected to serve as delegates to the state representative body, but only if all Active and Educational Support NEA members in the state who meet all other relevant requirements are eligible to vote for and serve as delegates to the state representative body. Student NEA directors shall be elected (i) by duly elected delegates to the Student NEA Representative Assembly or (ii) by an all-member secret ballot of Student NEA members.
Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)
Contact Person: Carol L. Kroll, Student NEA

AMENDMENT 27C

(Requires a majority vote)

Title: TO ADD A PROVISION TO PERMIT AN ALTERNATE DIRECTOR TO BE SEATED WHEN THE REGULAR DIRECTOR IS ABSENT FROM ALL OR A PORTION OF A BOARD OF DIRECTORS MEETING AND TO CLARIFY THAT THE NEA WILL NOT BE RESPONSIBLE FOR THE TOTAL EXPENSES OF BOTH THE REGULAR AND ALTERNATE DIRECTORS WHO ATTEND THE SAME MEETING.

Bylaw 5. Board of Directors

5-6. Alternate Directors.

a. No change
b. No change
c. No change
d. [Prior to the opening of a Board meeting,] The president of the state affiliate may request that the alternate director be seated by the Board of Directors [if] when the regular director is to be absent from [that] an entire Board meeting or from one or more of its sessions. While seated, alternate directors shall have [the right to vote and otherwise participate and shall assume] all rights and privileges of [the] regular directors [replaced until the meeting is adjourned], except that they may not be elected to positions filled by and from the Board.

e. The attendance and/or seating of an alternate director shall not increase the Association's responsibility for expenses beyond what it would have been if only the regular director had attended the entire Board meeting.

(Renumber e and f as f and g.)
Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 members from 2 or more states)
Contact Persons: Reginald M. Washington, New York, and Rosilyn Schleife, Wisconsin

AMENDMENT 28

(Requires a majority vote)

Title: TO PROVIDE THAT, FOR PURPOSES OF ACHIEVING ONE-PERSON—ONE-VOTE ON ITS GOVERNING BODIES, A STATE AFFILIATE MAY USE A WEIGHTED VOTING PROCEDURE THAT IS CONSISTENT WITH GUIDELINES ESTABLISHED BY THE NEA EXECUTIVE COMMITTEE.

Bylaw 8. Affiliates and Special Interest Groups

8-11. Standards for State Affiliates.

The Association shall not affiliate a state association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person — one-vote principle for representation on its governing bodies except that the affiliate shall take such steps as are legally permissible to achieve ethnic-minority representation at least proportionate to its ethnic-minority membership. For the purpose of achieving the one-person—one-vote principle, a weighted voting procedure may be used provided that it is consistent with guidelines established by the NEA Executive Committee. Where an all-inclusive affiliate exists, it shall provide proportionate representation between its nonsupervisor members and its supervisor members;
Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact Person: Paul duVair, Wisconsin

AMENDMENT 29

(Requires a majority vote)

Title: TO SUBSTITUTE IN THE DEFINITION OF EDUCATION POSITION IN BYLAW 12-1.c. THE TERMS "CATEGORY 1" AND "CATEGORY 2," RESPECTIVELY, FOR THE TERMS "NONSUPERVISORS" AND "OTHER."

Bylaw 12. Definitions

12-1. Definition of Terms.

c. *Education position:* Education position shall mean the following two categories: [(i) nonsupervisors, which] category 1 shall include NEA Active and Educational Support members who are not supervisors; and [(ii) other, which] category 2 shall include NEA Active and Educational Support members who are supervisors, NEA Retired Life members, and NEA Staff Life members.
Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)
Contact Person: Evan Goldman, New Jersey

THE FOLLOWING AMENDMENTS TO THE STANDING RULES REQUIRE A MAJORITY VOTE FOR ADOPTION.

STANDING RULE AMENDMENT 1

Rule 6. Order of Business and Debate

D. Any delegate who is recognized by the chair shall give her/his name, educational position, and state, and shall indicate whether speaking as an individual or as spokesperson for the state delegation before speaking to a point under discussion. . . .
Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)
Contact Person: Alice Johnson, Michigan

STANDING RULE AMENDMENT 2

Rule 6. Order of Business and Debate

D. Any delegate who is recognized by the chair shall give her/his name and state, and shall indicate whether speaking as an individual or as spokesperson for the state delegation or the NEA Board of Directors before speaking to a point under discussion. No member shall speak and/or be recognized in debate more than twice to the same question during the same meeting, nor longer than two (2) minutes at one time if speaking as an individual or three (3) minutes at one time if speaking for the delegation or the NEA Board of Directors, unless permission is granted by majority vote of the Representative Assembly.
Submitted in accordance with Standing Rule 9.B.1.d. (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact Person: Robert W. Chaffee, Vermont

STANDING RULE AMENDMENT 3

Rule 6. Order of Business and Debate

D. Any delegate who is recognized by the chair shall give her/his name and state, and shall indicate whether speaking as an individual or as spokesperson for the state delegation before speaking to a point under discussion. No member shall speak and/or be recognized in debate more than twice to the same question during the same meeting, nor longer than two (2) minutes at one time if speaking as an individual or three (3) minutes at one time if speaking for the delegation, unless permission is granted by majority vote of the Representative Assembly.

There shall be no more than three (3) speakers for and three (3) speakers against any new business item or resolution.
Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)
Contact Person: Tay McArthur, California

STANDING RULE AMENDMENT 4

Rule 6. Order of Business and Debate

[K. New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application.

[Such motions shall be submitted to the presiding officer (1) by a petition of at least fifty (50) delegates, (2) by a majority vote of those present and voting at a state delegation at a regularly called meeting of the delegation in connection with the Annual Meeting, or (3) by a governance body of the NEA or a state or local affiliate and shall be announced from the chair prior to the close of the third business meeting of the Representative Assembly and the material will be made available to the chairperson of each delegation by the beginning of the next business meeting. Such material shall include a brief written rationale for each new business item.

[New business items submitted prior to May 1 shall be sent to the president and executive director of each state affiliate as soon as possible. Those items submitted after May 1 but prior to June 15 shall be included in the delegate packets given to delegates at registration.

[Each new business item shall be printed accompanied by the name of the submitting NEA, state, or local group; if submitted by petition of fifty (50) delegates, it shall be accompanied by the name and state of the contact person.]

K. Effective with the 1981 Representative Assembly, new business items relating to substantive policies or programs for the Association shall be specific in nature and terminal in application and shall be submitted prior to the close of the first business meeting of the Representative Assembly. Each new business item shall include a brief written rationale and shall be accompanied by the name of the submitting local, state, or NEA group. If submitted by a petition of delegates, it shall be accompanied by the name and state of the contact person.

The method of presentation shall be as follows:

1. New business items submitted prior to June 15 shall be presented to the presiding officer (a) by a petition of at least fifty (50) delegates, (b) by a majority of those present and voting at a regularly called meeting of the state delegation in connection with the Annual Meeting, or (c) by a governance body of the NEA or a state or local affiliate. Those items shall be included in the delegate packets given to delegates at registration.

2. Those items submitted after June 15 shall be presented to the presiding officer (a) by a petition of at least two hundred and fifty (250) delegates, (b) by the majority of those present and voting at a regularly called meeting of the state delegation in connection with the Annual Meeting, or (c) by a governance body of the NEA or a state or local affiliate. Those items shall be made available to the chairperson of each delegation no later than the close of the second business session.
Submitted in accordance with Standing Rule 9.B.1.b. (by a state delegation)
Contact Person: Mary Felmet, Oregon

STANDING RULE AMENDMENT 5

Rule 6. Order of Business and Debate

K. New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application.

New business items submitted prior to May 1 shall be sent to the president and executive director of each state affiliate as soon as possible. Those items submitted after May 1 but prior to June 15 shall be included in the delegate packets given to delegates at registration.

[Such motions] New business items shall be submitted to the [presiding officer] Committee on Constitution, Bylaws, and Rules no later than 12 noon on the second day of the Representative Assembly and shall be submitted (1) by petition of at least fifty (50) delegates, (2) by a majority vote of those present and voting at a state delegation at a regularly called meeting of the delegation in connection with the Annual Meeting, or (3) by a governance body of the NEA or a state or local affiliate [and shall be announced from the chair prior to the close of the third business meeting of the Representative Assembly and]. The material shall be made available to the chairperson of each delegation [by the beginning of the next business meeting] on the following morning prior to the beginning of the Representative Assembly. Such material shall include a brief written rationale for each new business item.

[New business items submitted prior to May 1 shall be sent to the president and executive director of each state affiliate as soon as possible. Those items submitted after May 1 but prior to June 15 shall be included in the delegate packets given to delegates at registration.]

Each new business item shall be printed accompanied by the name of the submitting NEA, state, or local group [; if submitted by petition of fifty (50) delegates, it] and shall be accompanied by the name and state of the contact person.
Submitted in accordance with Standing Rule 9.B.1.d. (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact Person: Robert W. Chaffee, Vermont

STANDING RULE AMENDMENT 6

Rule 6. Order of Business and Debate

L. New business relating to the procedural operation of the Representative Assembly may be introduced and will be acted upon [prior to the close] at the beginning of each business meeting for a period of no more than one (1) hour beginning with the second business session of the Representative Assembly.
Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)
Contact Person: Shirley Fleetwood Coffey, Virginia

STANDING RULE AMENDMENT 7

Rule 6. Order of Business and Debate

N. A [five (5)] nine (9) member committee shall be established to review new business items prior to and during the Representative Assembly. The committee shall consist of the Secretary-Treasurer, one (1) member of the Board of Directors elected by and from the Board, and [three (3)] seven (7) delegates to the Representative Assembly appointed by the President with the approval of the Board of Directors.

In order to be readily available to delegates wishing to submit a new business item, members of the committee shall be provided with a specific place in the Assembly hall during the sessions.

The committee shall review each new business item submitted and, without changing or eliminating any, shall (1) make a preliminary estimate of the cost of each item, [and] (2) determine whether the item is covered in the program budget, and (3) assist the submitting delegate with clarifying language, without changing the intent of the item. The final language of the new business item shall be approved by the submitting delegate.

It is recommended that said assistance be in brief written form and, when feasible, shall be made available before the session in which the item is expected to be debated.
Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)
Contact Person: Elaine Dickstein, Michigan

STANDING RULE AMENDMENT 8

Rule 6. Order of Business and Debate

(New section N)

N. New business relating to a boycott or sanction shall be referred to the Executive Committee. The Board of Directors shall act on the report of the Executive Committee or transmit it to the Representative Assembly.

(Reletter subsequent sections.)
Submitted in accordance with Standing Rule 9.B.1.d. (by the Committee on Constitution, Bylaws, and Rules)
Contact Person: Robert W. Chaffee, Vermont

STANDING RULE AMENDMENT 9

Rule 8. Resolutions Committee and Procedure

C. State and At-Large Representatives. The registered delegates to the Representative Assembly from each state and from the Student NEA shall elect as many delegates and alternates to the Resolutions Committee from among its delegates as each unit has NEA directors. They shall serve for one (1) year commencing at the close of the last meeting of the Representative Assembly. [No individual shall serve more than six (6) consecutive terms as delegate to be effective after the 1970 Representative Assembly.] Elections shall take place at the third business meeting of the state delegations. . . .
Submitted in accordance with Standing Rule 9.B.1.b. (by a state delegation)
Contact Person: John C. Board, Montana

STANDING RULE AMENDMENT 9A

Rule 9. Amendments

A. Constitution and Bylaws.

5. *Titles [on Ballot] for Amendments:* Title of amendments to both the Constitution and Bylaws [appearing on the printed ballot] shall summarize the intent of the amendment, including the significance of the deletions as well as the changes and/or additions. The titles shall be posted outside the voting area on the day the amendments are voted upon.
Submitted in accordance with Standing Rule 9.B.1.c. (by majority vote of the NEA Board of Directors)
Contact Person: Catherine Smith, New Mexico

STANDING RULE AMENDMENT 10

Rule 10. Elections, Committee and Procedure

G. Nominations. At the [fourth] first business meeting of the Representative Assembly, nominations shall take place, as they are appropriate in each year, for the elections provided for by Article IV, Section 3; Article V, Section 1; and Article VI, Section 1 of the Constitution.

H. Election. Elections shall be by printed ballot by the delegates to the Representative Assembly.

2. Elections on the first ballot shall be on the [third] second day of the Representative Assembly.

8. Polls for voting on amendments shall be open from 7 a.m. to 12 noon on the [second] third day of the Representative Assembly at such place or places as the President shall designate.
Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)
Contact Person: Horace Mayo, Minnesota

STANDING RULE AMENDMENT 11

Rule 10. Elections, Committee and Procedure

G. Nominations. At the fourth business meeting of the Representative Assembly, nominations shall take place, as they are appropriate in each year, for the elections provided for by Article IV, Section 3; Article V, Section 1; and Article VI, Section 1 of the Constitution.

1. No change

2. Nominations for each category shall be made in [alphabetical order by the names of the candidates] the order in which the candidates filed for office.

3. Each candidate[s] shall be nominated [by delegates] from the floor by motion of a delegate. [Following the announcement of the nominations, the] When all nominations have been made, each candidate or designee shall have an allotment of time to address the Representative Assembly. Candidates for the office of President shall be given five (5) minutes for this purpose. Candidates for Vice-President, Secretary-Treasurer, and the Executive Committee shall be given three (3) minutes. Candidates for at-large positions of the Board of Directors shall be given two (2) minutes.

Candidates or their designees shall speak in the order in which the candidates filed for office.

If the number of candidates nominated equals the number of positions to be filled, the chair shall declare such candidates elected.

4. No change
Submitted in accordance with Standing Rule 9.B.1.d. (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact Person: Robert W. Chaffee, Vermont

STANDING RULE AMENDMENT 12

Rule 10. Elections, Committee and Procedure

G. Nominations. At the fourth business meeting of the Representative Assembly, nominations shall take place, as they are appropriate in each year, for the elections provided for by Article IV, Section 3; Article V, Section 1; and Article VI, Section 1 of the Constitution.

3. Candidates shall be nominated by delegates from the floor. Following the announcement of the nomination, the candidate or a designee shall have an allotment of time to address the Representative Assembly. Candidates for the office of President shall be given five (5) minutes for this purpose. Candidates for Vice-President, Secretary-Treasurer, and the Executive Committee shall be given three (3) minutes. Candidates for at-large positions on the Board of Directors shall be given two (2) minutes. [If the number of candidates nominated equals the number of positions to be filled, the chair shall declare such candidates elected.]

Rule 13. Definition of Terms

The following terms from the Constitution and Bylaws, when used in the Standing Rules, shall have these definitions:

F. *Valid ballot:* In the case of elections at the Representative Assembly, a valid ballot shall be a ballot (a) cast by a credentialed delegate for either a person nominated for the office or a person written in by the voter for the office; (b) cast for no more than the maximum number of positions to be filled; (c) cast in a manner that clearly indicates the voter's choice. In the case of a vote by the Representative Assembly on any issue placed on a ballot, a valid ballot shall be a ballot clearly cast for or against the issue.
Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)
Contact Person: Don Eklund, Arizona

STANDING RULE AMENDMENT 13

Rule 12. [Smoking] Prohibitions

B. There shall be no consumption of alcoholic beverages in the Representative Assembly.
Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)
Contact Person: Ron Zager, Missouri

STANDING RULE AMENDMENT 14

Rule 13. Definition of Terms

C. *One-person—one-vote principle* shall mean a voting procedure by which the vote of each member of the constituency has equal weight, so that in the elected governing body each [delegate] vote represents approximately the same number of constituents as each and every other [delegate] vote.
Submitted in accordance with Standing Rule 9.B.1.a. (by petition or at least 25 delegates)
Contact Person: Paul duVair, Wisconsin

STANDING RULE AMENDMENT 15

Rule 13. Lunch Recess

There shall be a lunch recess each day that the Representative Assembly is in session.

(Renumber current Rule 13 as Rule 14.)
Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)
Contact Person: Tay McArthur, California

and sometimes facing the toughest decision of all

FLORIDA

WEST PALM BEACH, FLA.—Delores Schofield is a teacher who has always worked two jobs. She teaches eighth grade math at Jefferson Davis Middle School here and has worked part-time in the automotive department of K-Mart for eight years. Before that, she cleaned people's houses on Saturdays and Sundays.

"I don't remember when I didn't have two jobs to make ends meet," the divorced mother of three girls says. "I have to survive."

Schofield puts in long days, beginning at 5:45 a.m. when she gets up to plan lessons, correct papers, and make sure her school day will go as smoothly as possible. She leaves the house at 7:30 to begin teaching her first class at 8:15. After school it's the five-to-nine shift at K-Mart, with all day Saturday and an occasional Sunday thrown in.

The family just manages to have the bare necessities—no frills, no extra clothes. "I tell them, 'You can wear that a little longer—it's still good.' And with gas and food prices so high, I have to make do. I believe in my kids' eating well. It hurts when I have to cut down. I used to cook two chickens; now it's only one, and I tell them each to take one less piece."

Schofield's oldest daughter, who will graduate from college this year as a chemical engineer, has financed her education through a combination of jobs and loans. "Because I worked two jobs to make ends meet, she was turned down for a 'needy' scholarship—something we had planned on," Schofield says ruefully.

Sometimes her students' parents tell her she should really quit teaching and do something else that would bring in more income. "But I like teaching," she says. "I really love those kids."

Still there are times, she adds, "when I see one of my students who didn't finish school making more money than I do, and I wonder. I tell my daughters teaching is good, but if you can do something better you go ahead and do it.

"I'm 44 years old and I'm getting tired. I've been teaching for 16 years, working two jobs. I feel like I'm wearing myself out."

BISMARCK, N. DAK.—Larry Hoge taught physical education in an elementary school here for eight years. His wife, Peggy, taught secondary English. In 1978 they looked at their savings—all $3,000 of it—and decided that teaching was definitely not where they wanted to be 15 or 20 years down the road.

Hoge says he "looked at friends who had been teaching for 20 or 30 years and saw what they had financially, and I decided that wasn't for me." He felt that the salary increases he and his wife were getting as teachers would never match the rate of inflation . . . that there was no way to keep up.

They decided they wanted to go into another type of work that would at least ensure them some income in return for their time. So Larry Hoge took on two jobs: he and his brothers became owners of the Dakota Sanitation Company, Inc., servicing the residential area of Bismarck. Larry works directly on the trash trucks. When he's finished each day he puts in a few more hours working a 2,800-acre farm.

Peggy Hoge has two jobs, too. She takes care of their small child and also works in the sanitation company's office as "a combination Girl Friday, receptionist, telephone operator, bookkeeper, accountant, and secretary."

Hoge says his two jobs now take more time than his old teaching job, but that the end results will be worth it. He'll be able to own something, and he knows he's going to be able to provide for his family.

The Hoges still have to watch their budget. They know they have a long road ahead before they're financially solvent. But the ex-teachers feel they made the right decision.

They both enjoyed teaching, and Peggy Hoge may eventually return as a "sub" once the family businesses get off the ground. That way, Hoge says, they will be able to afford it.

N.DAKOTA

TEXAS

EAGLE PASS, TEXAS—Edward Rodrigues used to teach mathematics at Eagle Pass High School. He earned $15,000 a year—nearly the top of his rank.

In January Rodrigues changed careers, becoming superintendent of operations for the construction of the new Eagle Pass International Toll Bridge between Texas and Mexico. The job nearly doubles his teaching salary.

"Inflation was just eating us alive," he explains. "My salary didn't allow us to live as average middle class citizens anymore."

Rodrigues' wife, Rosa-Elia, "stretched the dollar as far as it stretched," but still there was never enough for extras. The couple live modestly, owning 1964 and 1969 cars and a $30,000 home. They have grandchildren, and they wanted to be able to spoil them a little—give them some frills. Impossible on his teaching salary.

Rodrigues is 52 years old and had taught for 20 years. "I didn't see any future possibility of providing for my family. I knew I wouldn't be able to make it on my retirement if I held on for 10 more years," he says.

Rodrigues did not moonlight while he was teaching. Instead he was the unpaid mayor of Eagle Pass, deeply involved with civic and town affairs. And he was active in the Texas State Teachers Association; he had even announced for its presidency.

"I don't think teachers should have to work second jobs," he asserts. "All it does is lower their efficiency. Moonlighting has got to hurt your performance in the classroom."

He still sees his former students, who drop by the house when they get stuck on math problems. "I love to teach and I love kids," he says, "but hey, I'm not a missionary. There comes a time when you have to think of your family."

Inflation puts squeeze on teachers

from page 7

'back to basics,' scrimping and doing without—not for the sake of saving for a future goal, but simply because there is no other alternative.

Purchasing decisions have become an either/or situation ("either we get the kids new shoes this week or we buy a snow tire"). As one teacher explains, "Telling yourself that you're in the same boat with a lot of other people doesn't help much when you see that you're now in the lowest part of the boat, even though you've put in time and energy and education and sacrificed your family and good times for something that just isn't even in the foreseeable future. We're told that it's 'not fair' for public employees to want more money during inflationary times, yet we see people all around us getting a better deal." The average American worker's salary rose 8.7 percent in 1979, while the average teacher's salary rose 6.3 percent.

Unfortunately for children and education, the experienced teachers now being forced out of the classroom and into private industry often tend to be the *best* teachers, who love their profession but find they can no longer afford to practice it. As one former Fairfax, Virginia, teacher put it recently, "Dedication doesn't pay my bills."

NEA ROVING REPORTER

Association members attending the third annual NEA National Collective Bargaining Conference, March 7-9 in San Antonio, Texas, were asked, "How is inflation affecting you?"

Ed Anderson, mathematics, George Marshall High School, Falls Church, Va.:

"I've taught since 1959. Recently I've had to borrow money from the credit union. I've had to use money that I inherited from my father to augment my income, to buy food for my wife and children."

Sammeye Jackson, 2nd grade, Conestoga School, Omaha, Nebr.:

"We have two children, one in college. We are in the process of trying to buy a house, but the interest rate is going up so high that we wonder if that is going to be possible."

Diane Routenberg, 7th grade, Pelham Memorial School, Pelham, N.H.:

"It's impossible to live the way I'd like to. For two and a half years I had a second job. But I quit before Christmas because I couldn't handle it anymore. Now I'm really broke."

Thomas Jowhar, American history, Johnnycake Jr. High School, Baltimore County, Md.:

"I heat my house with oil. Last March I paid 29.9 cents a gallon. This March I paid 97.9 cents. This year we got a 6.2 percent salary increase. I have a mortgage, three children, two cats, and one dog, and I've got a problem making ends meet."

Janis Bergeron, special education, Deckbar Special School, Jefferson Parish, La.:

"I'm more careful with where I go, what I'm willing to spend my money on. I used to spend a lot of my own personal money on school materials; now I can't do that anymore because it costs too much."

Art Kennedy, driver education, Fort Lauderdale school district, Fort Lauderdale, Fla.:

"I listen to the news and hear inflation is near 20 percent. We only got a 9 percent salary increase. My grocery bills have tripled in the past year. We are in no way keeping up with inflation."

Hal Vick, 4th grade, White Oaks School, Thousand Oaks, Calif.:

"We don't have savings anymore. It takes all we have just to keep going."

Teachers fight back at the bargaining table

Without collective bargaining, teachers would be far worse off in their battle with inflation. Among the approaches now being used by association negotiators to keep teachers from being hurt so badly are these:

● **Cost-of-living adjustments (COLAs).** The ideal cost-of-living escalator clause provides an automatic salary increase in the second or subsequent years of a contract equal to the full rise in the consumer price index (CPI) over a 12-month period. Several local associations in Wisconsin, Michigan, and Ohio report such "uncapped" (100 percent) COLAs. Advises NEA negotiations expert John Dunlop, "In the present economy, if you can't nail down a cost-of-living adjustment of at least 75 percent of the CPI, a multiyear agreement can be fatal. No matter how adamant your board may be, a full COLA is the direction to go."

● **Escalators tied to increased district revenue, or to "turnover savings."** Iowa locals have had some success with clauses providing for automatic salary escalation if the district receives revenues beyond what is known at the time of settlement, or if the agreed-to increase turns out to cost the school district less than the full percentage would indicate, due to staffing pattern changes.

For example, a local may bargain a 12 percent overall increase on its salary schedule and lock in the total dollar amount this increase would cost if all current employees returned. Come September, if staff turnover results in the increase not costing the employer that much, the board is obligated to reapply the difference to the salary schedule, spreading it out through the steps. Returning employees thereby receive more than the 12 percent originally bargained, and one incentive for the board to hire inexperienced teachers is removed.

● **Economic reopeners.** These take a variety of forms but are basically designed to give the association the option to go back to the table on money matters during the course of the contract if circumstances change.

Many locals in Washington State put contingency clauses into their agreements last summer, calling for a resumption of bargaining if the state supreme court overturned salary restrictions imposed by the legislature. The legislature had attempted to cap teacher salary increases at 6 percent for districts with salaries above the state average and 8.5 percent for districts below that average. In January the Washington Education Association won its court challenge to the way the caps were imposed, and locals around the state reopened bargaining. Many are now winning additional increases that bring total pay hikes for the current year up to the 12-13 percent range.

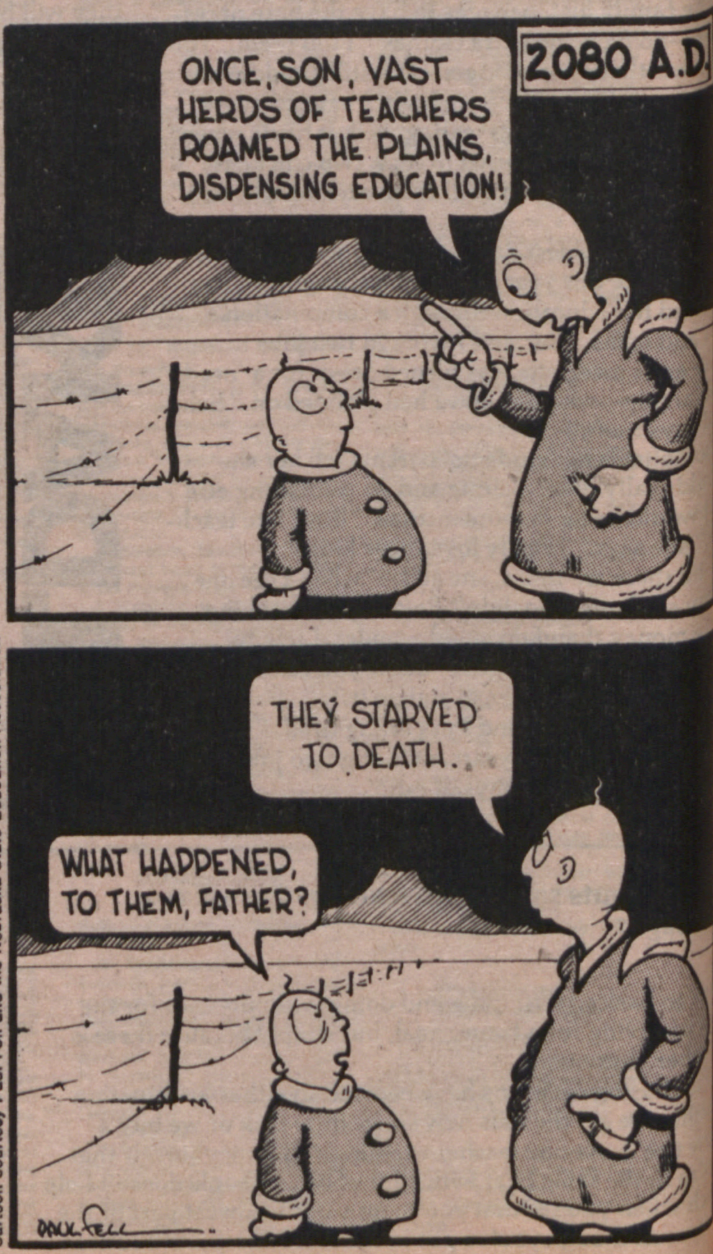
More advice from NEA's Dunlop: "While a wage-price freeze seems remote at this point, it's a good idea to get contract language ensuring that if controls do come, their impact will be *negotiated,* rather than unilaterally implemented by the school board. The whole wage question should be reopened in light of any freeze."

● **Coalition bargaining.** The Michigan Education Association, which saw a record 75 strikes this year averaging 17 days each, is encouraging "coalition bargaining," in which teachers and noncertified employee groups pledge mutual aid and support, agreeing that neither party will settle on a new contract until the other does, that both will strike together if necessary, and that neither will return to work without the other.

Predicting "double-digit settlements, not including increment" in the current round of bargaining, MEA is urging locals not to settle for less than a 32 percent salary increase over three years.

● **Pushes for new fringe benefits.** The Ohio Education Association reports strong interest in expanding health insurance to include dental, vision, and prescription drug coverage, and in bargaining reimbursement of tuition for approved graduate work.

● **Closer attention to every kind of compensation.** In Ohio, negotiators are also working to increase the hourly rate teachers get when they fill in for other teachers . . . to get members reimbursed for the first time for work on curriculum committees . . . to improve extra-duty pay for activities that traditionally have not been reimbursed well, such as club sponsor and choral director . . . and, in multiyear contracts, to change from flat to escalating rates for mileage reimbursement and extra-duty pay. Creative locals are looking at *every* teacher activity for possible improvements that will mean more money in members' pockets.



Cartoon courtesy Paul Fell and the Nebraska State Education Association

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women

At 18th annual conference

NEA teachers explore ways to strengthen desegregation efforts

WASHINGTON, D.C.—NEA, for many years in the front lines of school desegregation efforts, is determined to intensify its efforts to protect student and teacher rights, maintain quality education, and achieve equal educational opportunity in every classroom in every school in the nation, Association Vice-President Bernie Freitag said as he welcomed more than 600 teachers from around the country to NEA's 18th annual Conference on Human and Civil Rights in Education.

Held here in early March, the conference focused on "Desegregation/Integration: Moving Toward Quality Integrated Education and an Integrated Society."

Andrew Young keynotes

Delivering the keynote address, Andrew Young, former U.S. ambassador to the United Nations, said, "Unless we prepare our children in school to deal with racial, cultural, national, and language differences, then we are not really preparing our children for the kind of world in which they will be required to live in the 21st century."

"Education is integration," said Young. "It is a response to human rights and an appreciation of human differences."

Young noted that desegregation has been most successful in rural and suburban communities of the South because people there were dealing solely with a recognized race problem. "People can cope with only one problem at a time—they cannot cope with race and class and language problems all at the same time" as they are being expected to do in the urban centers, he said. This does not mean that efforts are failing, Young explained, but that if they are going to be more efficient, then a more "scientific approach to planning desegregation" ought to be taken, "rather than just dumping all of these problems at the doors of our nation's schools."

Inequalities still evident

Several speakers outlined the problems facing second-generation efforts toward desegregation. Meyer Weinberg, professor at the University of Massachusetts and editor of the national journal *Integrateducation*, asserted that gross financial inequities between schools in the same district perpetuate segregation, citing an HEW report that found it possible to tell the predominant race of a school's students by looking at how much money the school gets from the district and the city.

Conference clinics offered participants a chance to learn about resources available from the federal government. Small-group sessions examined such topics as bilingualism, student pushouts, standardized test bias, conflict management, teacher employment issues, and legal developments in school desegregation.

Closing speaker Arthur Flemming, who heads the U.S. Commission on Civil Rights, praised NEA for its commitment to desegregation and especially for its recently updated desegregation guidelines for state and local affiliates.

Speaking at recent NEA conference on desegregation were (clockwise from upper left) Andrew Young, former UN ambassador; Ricardo Fernandez, director, Midwest National Origin Desegregation Assistance Center; Althea Simmons, legislative director, National Association for the Advancement of Colored People; Geneva Gay, associate professor of education, Purdue University; and Arthur Flemming, chair, U.S. Commission on Civil Rights.

Teacher education texts may promote sexism

WASHINGTON, D.C.—The major battle in the war against sexism in the nation's elementary and secondary classrooms may have to be fought in the colleges of education, according to American University education professors Myra and David Sadker.

They have studied 24 leading teacher education textbooks and found that, instead of helping future teachers create sex-fair classrooms where all children can develop to their full potential, the texts tend to promote and reinforce sexist attitudes and behavior.

Eight of the books make no mention at all of sexism; 23 of them devote less than 1 percent of their space to the issue. None of the books offer future teachers any methods, resources, or programs to counteract sexism in the classroom and its harmful impact on students.

"One gets no sense from any of these books of the extent of women's roles in education," the study adds. In two of the four foundations of education texts studied, there is no mention of Emma Willard, Catherine Beecher, Sylvia Ashton-Warner, Maria Montessori, or any other female innovator in the field of education.

The Sadkers' study was federally funded through the Women's Educational Equity Act.

IN BRIEF

Maryland scraps 61,000 competency test scores

BALTIMORE—Results of a statewide reading competency test given to 61,000 ninth graders in Maryland last fall have been scrapped because the state department of education found at least seven of the 72 test questions too ambiguous.

Large groups of students chose the same "wrong" answer on certain multiple-choice questions, indicating that "there might be another plausible way of answering the question besides the one we were looking for," explained William Grant, who was in charge of preparing the test.

"We blew it," he says. "But we're willing to admit that, and we're going to fix it up." Writing a good test, Grant concedes, is "a little more difficult than we thought it would be."

Attention, campers

LOS ANGELES—For those delegates wishing to camp during the 1980 NEA annual meeting, approximately 100 spaces have been reserved at the Bicentennial Park Campground in Pico Rivera, California, for move-in June 30-July 1 and move-out July 6-7.

The campground is 14 miles from downtown Los Angeles. NEA busing will be provided to and from the Los Angeles Convention Center each day throughout the meeting.

Delegates desiring camping facilities should mail the registration coupon below, plus first night's deposit, immediately. Campsites in the Los Angeles area are at a premium over the July 4 holiday period; requests will be filled on a first-come, first-served basis. Registration coupon and deposit **must be received by the campground by May 31. NEA will not be permitted to hold these spaces after that date.**

All sites are accessible to showers, toilets, and dump area. Individual RV sites also offer electricity. For pets (dogs and cats only), add 50 cents per night to the rates shown on the coupon. For an extra vehicle, add $1.50 per night.

NEA Campers' Caucus Secretary/Treasurer Margie Bicking, 2407 Hammond Place, Wilmington, Delaware 19808, asks that she be sent a copy of each completed reservation coupon.

CAMPSITE RESERVATION—
1980 NEA ANNUAL MEETING

Name ______________________

Address ______________________

City ________ State ________ Zip ________

Telephone (______) ______________________

☐ Individual RV—$6 ☐ Group RV—$4

☐ Overflow RV/Tent—$3

Move-In Date __________ Time __________ A.M./P.M.

Move-Out Date __________ Time __________ A.M./P.M.

Mail first night's deposit (check or money order) payable to Bicentennial Park Campground, City Hall, 6615 S. Passons Blvd., Pico Rivera, California 90660 (phone 213/695-4536).

Idaho teachers rally for state funding increase

BOISE—Some 4,500 teachers, administrators, parents, students, and concerned citizens marched on Idaho's statehouse here February 1 to lobby—individually and collectively—for a 13.2 percent increase in state funding for education. The rally, sponsored by the Idaho Education Association (IEA), was the largest in this sparsely populated state's history.

The majority of Idaho's 115 school districts had cancelled classes, trading the day for a later holiday or adding an extra day at the end of the year, so teachers and their allies could come to Boise.

IEA President Willie Sullivan spoke on behalf of the cheering crowd: "We are here to say that we are Idahoans, we love Idaho, and we want to continue to teach Idaho's children. We do not want to be driven to other employment or to other states by finances.

"Teachers have given the patrons of Idaho's schools quality education," Sullivan said, "and they have done so at bargain-basement prices."

As the mile-long march progressed through the snowy streets to the statehouse, the mayor waved from his office balcony, and Governor John Evans unexpectedly joined the marchers for the last two blocks. Addressing the crowd from the capitol steps, Evans promised, "You don't have to worry about this man on the second floor. You want to worry about some of those on the third floor [the legislature]." The governor urged the teachers, "Do what you do best—*teach*. Educate the legislators about the problems you face."

For the next several hours, the teachers did just that, giving their legislators first-hand information about the funding-shortage problems encountered in the classrooms by students and teachers.

Trying to line up the crowd before the historic march on Idaho's state capitol, IEA Executive Director Don Rollie asked for cooperation, saying, "The logistics of trying to organize 4,000 teachers is staggering." "Get the kindergarten teachers," advised a voice in the crowd.

Education critic has kind words for teachers and NEA

SPRINGFIELD, ILL.—Anyone needing proof that you can be a strong critic of the American education system while remaining an ally of teachers need look no farther than Jonathan Kozol, author of *Death at an Early Age*, *Free Schools*, and *Children of the Revolution*.

In a recent interview published in the Illinois Education Association *Advocate*, Kozol said, "I think teachers have the single hardest job in the entire U.S.A. They're paid one-quarter of what they would make if they worked that hard in any other profession. You come home and you are *weary*.

"I don't know anyone who likes this country's teachers as much as I do," Kozol added. "Teachers do have some real enemies. We must be viewed as professionals—but we must also fight like workers. Doctors and lawyers don't have to engage in collective bargaining. The truth is, society treats us like dirt. That's the rule, not the exception.

"As teachers, we have to fight union battles just as hard as mine workers and steel workers. . . . And it's hard to loosen your necktie and hold up a picket sign. But it has to be done."

"I feel very close to the NEA. I have only good things to say about it, and I'm really not much of a joiner. I've only joined two organizations in my entire life: the Harvard Alumni Association (and that's only because they bullied me) and the NEA."

Kozol said he feels "psychologically in tune" with the political battles NEA fights, such as its efforts on behalf of creation of the Department of Education, its battles against reductions of the teaching force, and its challenge to the power and secrecy of standardized testing.

South America, anyone?

WASHINGTON, D.C.—NEA Travel is sponsoring a South American tour in conjunction with this summer's Assembly of the World Confederation of Organizations of the Teaching Profession (WCOTP). The tour will begin from Miami on July 24 and terminate in Miami on August 14. Cost will depend on the size of the group.

The WCOTP Assembly will meet in Brasilia, Brazil, August 4-9. NEA members may become observers at the Assembly and participate in Assembly activities.

The tour will include Bogota, Lima, Cuzco, Machu Picchu, Santiago, Brasilia, and Rio de Janeiro. For details contact Betty Tolbert, Special Services, or Braulio Alonso, Office of International Relations, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

On children's TV programming

FCC wants your comments

WASHINGTON, D.C.—The Federal Communications Commission (FCC) is seeking public reaction to a proposal that the agency adopt a rule mandating that all commercial television broadcasters provide more children's educational programming on weekdays.

As proposed by the FCC's Children's Television Task Force, the new rule would require stations to broadcast a minimum of 2½ hours of educational programs per week for school-age children (ages 6 to 12) and five hours per week for preschool children (ages 2 to 5). The rule would require these programs to be scheduled between 8 a.m. and 8 p.m. Monday through Friday—times when children do a lot of TV watching but are now offered little alternative to reruns of old network prime-time programs.

The FCC commissioners are also considering four other weaker options, including a repeal of existing guidelines that would relieve commercial broadcasters entirely from any responsibility to serve the child audience. The current children's television guidelines, established in 1974, have been largely ignored during the past five years of broadcast industry self-regulation.

Believing that the time has come for tougher measures, NEA has taken the lead in reactivating an ad hoc coalition of politically powerful labor groups to voice strong support for the proposed rulemaking and to counter what is expected to be considerable anti-regulation pressure from the broadcasters.

What is most needed now is a flood of comments from teachers and parents all over the country. Specific responses to the agency's proposed options are more helpful than general statements. A copy of the FCC's proposal may be obtained from the Consumer Assistance Office, FCC, Room 258, Washington, D.C. 20554.

Comments should be directed to the Secretary, FCC, Washington, D.C. 20554, before June 2, and should include the FCC docket number (19142). You may comment informally by submitting a single copy; to have your comments treated as a formal filing, you must provide an original and five copies. NEA members and affiliates submitting comments are asked to also send a copy to Karen Klass Jaffe, who is coordinating efforts on behalf of NEA. Her address is NEA Communications, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

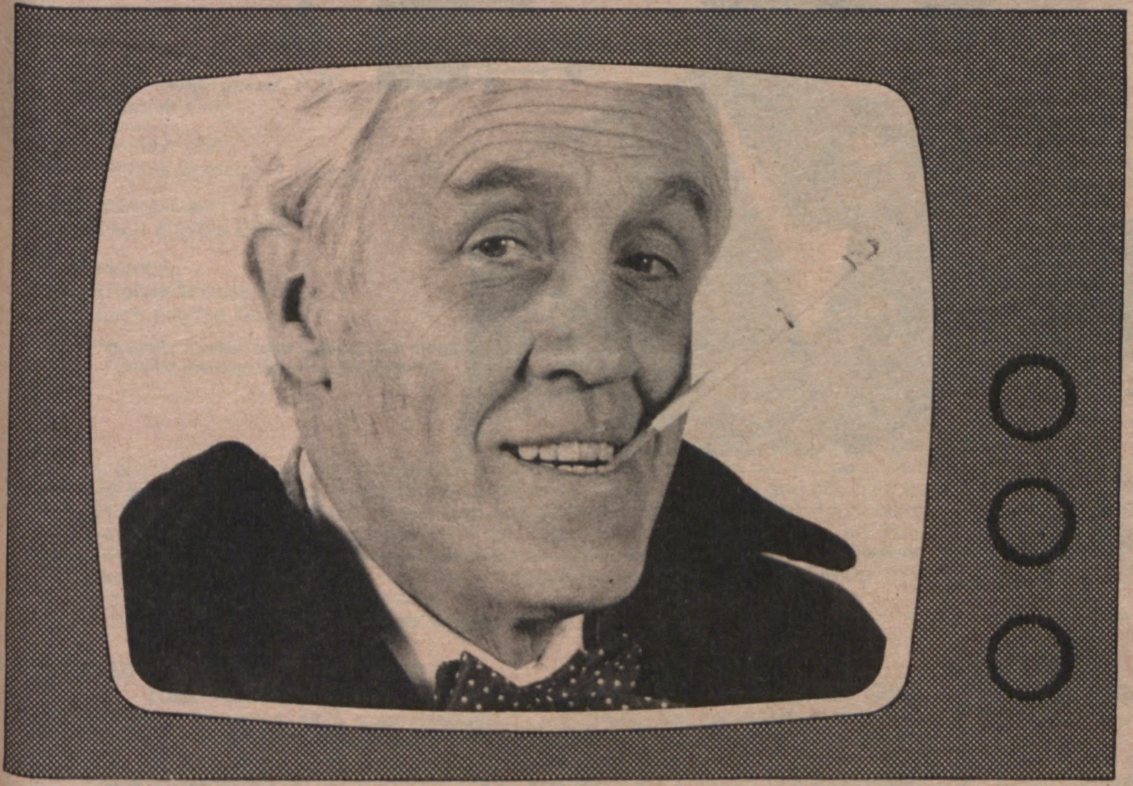
Before recommending regulation, an FCC task force chaired by Susan Greene (left) spent eighteen months evaluating the degree of broadcast industry compliance with five-year-old FCC policies and guidelines on children's programming. In a massive study released late last year, the task force reported little improvement since 1974.

"Nearly half of all children's programs are still shown on weekends, when only 8 percent of children's viewing occurs," Greene points out. Because they seek the largest possible audience of potential buyers for their advertisers' products, broadcasters usually schedule children's programs for the marginal time periods (Saturday morning, primarily) when no other big audience groups are available—and design the programs to entertain the largest possible child audience rather than to educate and inform specific age subgroups.

Greene calls on NEA members to make their views known as the FCC considers a rule to require commercial broadcasters to serve children better.

NEA recommends...

Teachers, students, and their families should enjoy watching the following NEA-recommended television programs in the coming weeks:



Lost In Death Valley—*Saturday, April 19, CBS, 3:30 p.m. EST.* Part of the "CBS Afternoon Playhouse" series, this show focuses on a group of high school students lost in the desert after a plane crash. The students learn to deal with excessive pride, honesty, courage, and self-esteem.

The Lion, the Witch, and the Wardrobe—*Tuesday, April 22, and Wednesday, April 23, CBS, 8 p.m. EST.* Adapted from "The Chronicles of Narnia" by C. S. Lewis, this animated special is a modern parable about four children who step through an old wardrobe closet into the strange, enchanting fantasy land of Narnia.

Treasure Island—*Tuesday, April 29, NBC, 4 p.m. EST.* An "NBC Special Treat," the classic tale of pirates, buried treasure, secret maps, and mayhem is retold through animation.

Gideon's Trumpet—*Wednesday, April 30, CBS, 9 p.m. EST.* A "Hallmark Hall of Fame" presentation starring Henry Fonda, Jose Ferrer, John Houseman, and Fay Wray, based on the best-selling book by *New York Times* reporter Anthony Lewis, about a dramatic true incident that changed the course of American legal history.

FDR's Last Year—*Sunday, May 4, NBC, 8 p.m. EST.* Jason Robards plays Franklin D. Roosevelt during his last year as President. (See photo at left.)

The American Short Story—*Mondays, PBS, 9 p.m. EST.* Henry Fonda hosts dramatizations of outstanding short stories by American authors. *April 21,* Stephen Crane's "The Blue Hotel," starring James Keach; *April 28,* John Updike's "The Music School," starring Ron Weyand.

Check local listings for exact times these shows will be broadcast in your area.

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

Equal Rights Amendment

I want to remind you that there are many of us out here who strongly oppose the ERA amendment because of its lack of specific intent. We want specific laws for specific items on a statewide basis, where we have some local control. We want to know what's under this blanket law that covers everything.

I wonder if NEA speaks for the majority of educators!

Mrs. Wilma Frang
Aiken, South Carolina

Standardized Tests

I wholeheartedly support an investigation into standardized testing, and in particular the power wielded by the ETS College Boards. However, let's not place all the blame on big business. If the colleges did not demand SAT scores for admission consideration, the test market would rapidly go the route of the declining scores.

Sandra D. Chaurette
Northboro, Massachusetts

Veterans

Reading your recent coverage of teacher retirement problems, I was sadly disappointed that nothing was mentioned about the plight of many of us war veterans in trying to obtain credit for military service under our state or district teacher retirement systems.

I have recently joined the NEA Veterans Caucus and hope that they will be able to find some equity for those of us who are being patently discriminated against.

Are you aware of this problem, and is there anything you foresee that the NEA can do to help?

Paul Bentley
Fox Island, Washington

Ed. note: Our feature barely scratched the surface of the many inequities teachers in certain systems face as they plan their retirement. There is little that can be done at the national level to affect the 50 state and 18 local teacher retirement systems. However, the NEA Special Committee on Teacher Retirement has published "NEA Criteria of Adequacy" suggesting language that state affiliates can seek to incorporate into state retirement systems to ensure maximum benefits for teachers. These criteria include credit for military service during time of war or national emergency, at no cost to the teacher, and up to five years of credit for other military service, with the teacher paying his or her share.

Hufstedler outlines plans
from page 5

hold of the paperwork burden we have to know who's putting the burden on—which agencies.

Next, we are going to try to influence greater cooperation among various levels of the education system, to attack the problems of the schools. I am also going to meet with a number of leaders of business to encourage the private sector to enter into joint ventures with local schools—both to provide temporary employment, internships, for teachers and to encourage work-study programs for students. On a longer range, I am hopeful that we can also encourage regional conferences with various elements of the education community to begin to address the problems "whole." That is to say, what goes into postsecondary institutions depends heavily on what comes out of secondary schools. We ought to be able to encourage greater cooperation and communication between and among these communities, which have been treated as if they were in different *countries* sometimes. I want them to start talking to each other, to be able to work out strategies that are going to be mutually beneficial. That's not because I think it is the role of the federal government to dictate them, but one can try to create an environment in which that conversation is going to be productive.

That's a portion of the menu.

The NEA/Hertz Discount Card for 1980...

The look has changed, but not the savings or convenience!

As a unified member, you should have received your new NEA/Hertz Discount Card in the January 1980 ECO, Catalog of ECOnomic Services. This new card will help you enjoy rent-a-car savings throughout the new year. Available exclusively to unified members, this card entitles you to a special discount of 25% off regular time and mileage rates from Hertz*, the place where winners rent. Or you can take advantage of Hertz's already discounted Touring Rates. Because these "pre-packaged" rent-a-car deals have the savings already built in, your Association's discount cannot be applied.

To find out which way you'll save more, just show your NEA/Hertz Discount Card to your Hertz representative and describe your specific rent-a-car needs. Your representative will compare rates and find the one that's best for *you.*

*At participating locations.

Superstar savings and convenience—a winning combination!

Special savings like these are just part of what you'll enjoy when you rent a car through NEA/Hertz. You'll enjoy special convenience, too, because we know that one without the other is no savings at all. That's why there are over 4,000 Hertz locations world-wide which offer a full selection of cars, from economical to sporty to luxurious. You don't have to go out of your way to find us or the car you want, because whether you're in town, at the airport, or somewhere in-between, chances are there's a Hertz near you. And with the new Rent-A-Car Tips included on your NEA/Hertz Discount Card, renting a car should be even easier and more convenient than ever before!

So the next time you need to rent a car, take advantage of your Association's rent-a-car program. It's a winner, and you'll be one, too, each and every time you use your NEA/Hertz Discount Card. To reserve your car, call Hertz anytime, using the toll-free number printed on your discount card.

NOTE: If you did not receive your copy of the January 1980 ECO, or if your card was missing, write to: NEA Special Services, 1201—16th Street, N.W., Room 404E, Washington, D.C. 20036.

The NEA/Hertz Discount Card... a new card for a new decade of savings.

Hertz

UNIFIED SPECIAL SERVICES

NEA...Working together

NEA Board of Directors roll-call votes

Under a policy set by the NEA Board of Directors in February 1975, roll-call votes of the Board must be published in the *NEA Reporter.*

Two such votes were taken by the Board at its February 15-16, 1980, meeting.

Subjects of roll-call votes:
#1—To amend the UniServ Guidelines to calculate Educational Support members for UniServ funding on an Active dues basis, effective September 1, 1980. (87 YES, 36 NO, 1 NOT VOTING, 9 ABSENTEES)
#2—To appropriate $100,000 from contingency funds for the purpose of funding an increased mileage allowance and NEA directors' in-state budgets. (6 YES, 110 NO, 8 NOT VOTING, 9 ABSENTEES)

Position regarding roll-call vote #1:
Raymond Rossomando was not on the floor at the time of the vote but requested that his affirmative position be recorded.

Key:
"Y" voted in favor of the issue
"N" voted in opposition to the issue
"NV" vote not recorded on the issue
"O" absent from session or meeting
"*" alternate director

NAME	STATE	ROLL CALL VOTE # 1	2
Butler	Ala.	Y	N
Dotson	Ala.	N	N
Potter	Alaska	Y	N
Beachem	Ariz.	Y	N
Guy	Ariz.	N	N
Johnson	Ark.	Y	N
Edwards	Calif.	0	0
Estrellas	Calif.	N	N
Foglia	Calif.	N	N
Hodgkins	Calif.	N	N
Kuiper	Calif.	N	N
Logue	Calif.	N	N
Shaw	Calif.	N	N
Tinson	Calif.	N	N
Vick	Calif.	N	N
Bradshaw	Colo.	Y	N
Lansford	Colo.	N	N
Rossomando**	Conn.	NV	N
Waller	Conn.	Y	N
Gates	Del.	0	0
*Brown	Del.	Y	N
Coluzzi	D.C.	N	N
Scott	Fla.	Y	N

NAME	STATE	ROLL CALL VOTE # 1	2
Wilson	Fla.	Y	N
Scott	Ga.	Y	N
Wright	Ga.	N	N
Elento	Hawaii	Y	N
Ducker	Idaho	N	N
Barrow	Ill.	N	N
Betterman	Ill.	N	N
Mack	Ill.	N	N
Mishler	Ill.	N	N
Hanna	Ind.	Y	N
Hock	Ind.	0	0
Moudy	Ind.	Y	N
Halliburton	Iowa	Y	N
Mitchell	Iowa	Y	N
Peterson	Kans.	0	0
*Lewis	Kans.	Y	NV
Steele	Kans.	N	N
Harvey	Ky.	Y	N
Nall	Ky.	N	N
Coleman	La.	N	N
Scott	La.	Y	N
Sullivan	Maine	Y	N
Elliott	Md.	Y	N

NAME	STATE	ROLL CALL VOTE # 1	2
Jones	Md.	Y	N
Dunn	Mass.	0	0
Gilmore	Mass.	Y	N
Schutt	Mass.	Y	N
Taylor	Mass.	Y	N
Christian	Mich.	Y	N
Duckworth	Mich.	Y	N
Kosa	Mich.	Y	N
Safronoff	Mich.	0	0
Smith	Mich.	Y	N
Bauermeister	Minn.	Y	N
Holman	Minn.	Y	N
Newton	Minn.	0	0
*Zins	Minn.	Y	N
Woods	Miss.	Y	N
Keeling	Mo.	Y	N
Johnson	Mont.	Y	N
Kaldahl	Nebr.	N	N
Conrad	Nev.	Y	NV
Jenis	N.H.	Y	N
Blackburn	N.J.	Y	N
Gibson	N.J.	Y	N
Goldman	N.J.	Y	N

NAME	STATE	ROLL CALL VOTE # 1	2
Parish	N.J.	Y	NV
Ward	N.J.	0	0
*Maltman	N.J.	Y	N
Smith	N. Mex.	N	N
Pisa	N.Y.	Y	N
Washington	N.Y.	Y	N
Jones	N.C.	N	N
Rader	N.C.	N	N
Wilson	N.C.	N	N
Larson	N. Dak.	Y	N
Abel	Ohio	Y	N
Luddeke	Ohio	Y	NV
Potts	Ohio	Y	N
Savage	Ohio	Y	N
Willcox	Ohio	Y	N
Dyer	Okla.	Y	Y
Fulton	Okla.	Y	Y
Lawrence	Ore.	N	N
Wiper	Ore.	N	N
Rollins	OV	Y	Y
Burse	Pa.	Y	N
Farr	Pa.	Y	N
Huntley	Pa.	N	N

NAME	STATE	ROLL CALL VOTE # 1	2
Mechlowitz	Pa.	N	NV
Wyland	Pa.	N	N
del Valle	P.R.	0	0
Mello	R.I.	Y	NV
Cooper	S.C.	Y	N
Kanapaux	S.C.	Y	N
Horgen	S. Dak.	Y	N
Akers	Tenn.	N	NV
Martin	Tenn.	0	0
Pike	Tenn.	N	N
Brock	Texas	Y	N
Foster	Texas	Y	N
Harrell	Texas	Y	N
Hilger	Texas	0	0
Hunt	Texas	Y	N
Reininger	Texas	Y	N
Chatterton	Utah	Y	N
Chaffee	Vt.	Y	N
Coffey	Va.	N	NV
Gant	Va.	Y	N
Nelson	Va.	N	N
Horne	Wash.	Y	N
Peterson	Wash.	Y	N

NAME	STATE	ROLL CALL VOTE # 1	2
Wahlquist	Wash.	Y	N
Keeney	W. Va.	Y	N
Lewandowski	Wisc.	Y	Y
Niemeier	Wisc.	Y	Y
Stephenson	Wisc.	Y	Y
Anderson	Wyo.	N	N
Benson	At Large	Y	N
Deaton	At Large	Y	N
Futrell	At Large	Y	N
Sproul	At Large	Y	N
Kroll	SNEA	Y	N
Plata	SNEA	Y	N
Walker	SNEA	0	0
Bowser	Ex. Com.	Y	N
Bruch	Ex. Com.	Y	N
Fujimori	Ex. Com.	Y	N
Owens	Ex. Com.	Y	N
Woodard	Ex. Com.	Y	N
Wynn	Ex. Com.	Y	N
McGarigal	Ex. Com.	0	0
Freitag	Ex. Com.	Y	N
McGuire	Ex. Com.	Y	N

Guard Against Accidents...
Help Safeguard Your Financial Security.

A serious accident can change your life and the life style of your family. And, all too often, there is nothing you can do to prevent it.

Because a sudden accident can threaten the valuable and important things in life, your Association, in cooperation with The Prudential Insurance Company of America, has an Accidental Death and Dismemberment (AD&D) policy available to unified members and their families. **For $19 a year, you get the security of knowing your whole family is covered, 24 hours a day, 365 days a year, anywhere in the world. Unified members are eligible for up to $130,000 for certain accidents (as outlined in the table below).** And there's no medical examination required for enrollment.

NEA's AD&D insurance can't protect you from accidents, but it *can* help you guard against the high expenses and financial hardships that often follow.

For an additional $4 a year, members less than age 60 can also get an optional $500 per month Disability Benefit along with AD&D. This benefit assures you a regular income if you become totally disabled as the result of accidental injury. It is payable **regardless** of any sick leave or disability income you may be entitled to from other sources.

Think about the security offered by the full AD&D program with Optional Disability. Don't make an educated guess—make sure. Enroll today for this outstanding Association benefit . . . because you can never outguess the unexpected.

AD&D Benefits are payable as follows:

If the AD&D Coverage is for:	Annual Contribution	Accident Occurring While a Passenger on a Public Conveyance	Any Other Accident
Member Only	$19	$130,000*	$30,000
Member and Eligible Spouse	19	100,000* 30,000	20,000 10,000
Member and Each Eligible Child	19	100,000* 30,000	20,000 10,000
Member, Eligible Spouse and Each Eligible Child	19	100,000* 15,000 15,000	20,000 5,000 5,000

***Benefits marked with asterisk will increase as described under "Unified Membership Has Its Benefits."**

Losses Covered by AD&D:

In any one accident, the full benefit amount determined from the table is payable for the loss of life; both hands; both feet; sight of both eyes; one hand and one foot; one hand and sight of one eye; or one foot and sight of one eye. One-half the benefit is payable for loss in any one accident of one foot; one hand; or the sight of one eye. In order to be covered, these losses must occur within one year** (90 days for persons age 70 or over)** of the covered accident. Benefits are payable to you if living, otherwise to any beneficiary you name.
****Time limitations are not applicable in Pennsylvania.**

Unified Membership Has Its Benefits.

Effective October 1, 1975, your Association and Prudential upgraded certain AD&D benefits, denoted by an asterisk in the table above. The benefit payable to a unified member for a loss resulting from an accident on a public conveyance will increase at the rate of $10,000 on each anniversary of the member's effective date of coverage after October 1, 1975, for five continuous years to a maximum additional benefit of $50,000. For example, after five years, a "member only" would be insured for $180,000 — $130,000 plus $50,000.

Eligibility:

This program is available to all unified members. Eligible dependents may be included for the Accidental Death and Dismemberment portion only.

If your spouse is not already insured as a unified member, he or she can qualify as an eligible dependent as long as you are not legally separated. In addition, all unmarried children (including legally adopted, foster and step-children who are dependent on you for support) are eligible, provided they are between the ages of two weeks and 21 years or to age 25 if dependent upon you for support. Newborn children are automatically insured once they are two weeks old; it is not necessary to notify the insurance company of new dependent inclusions since there will be no additional charge. Dependents' coverage may be added at the time you enroll or at any time thereafter. If both you and your spouse are insured as unified members, only one of you may include your children as dependents. Spouse and children who are insured under this program as unified members are not eligible for coverage as dependents.

Your dependents' coverage will remain in effect until they are no longer eligible as described above, or until your coverage terminates, whichever comes first. Your coverage will continue, regardless of your employment status, for as long as this program is in effect, if you maintain membership in the Unified Association and continue to make the annual contribution. In the case of your death, your dependents will be offered the opportunity to continue until they are no longer eligible.

Optional Disability for $4 Per Year:

(For Members Only: Not Available to Dependents)

For an additional $4 per year, an Optional Disability Benefit can provide you with $500 per month should you become totally disabled within 30 days after and as a result of an accidental injury. The injury must occur while you are insured for this benefit and before you attain age 60. Benefits are payable while you remain totally disabled up to 10 years or until attainment of age 65, whichever occurs first. This benefit will begin after the 26th week of total disability.

To be considered "totally disabled," you must, as a result of your disability, be unable to engage in any and every occupation for which you are reasonably fitted by education, training or experience, and you must not be performing any gainful work. Proof of total disability must be furnished to Prudential as required.

THESE BENEFITS ARE PAID TO YOU *REGARDLESS* OF ANY OTHER COVERAGE YOU MAY HAVE.

Additional Important Facts:

- No medical examination is required for enrollment.
- There is no age limit for enrollment in AD&D coverage. However, the Disability Benefit is limited to members less than age 60.
- NEA's AD&D program is underwritten by The Prudential Insurance Company of America, a company noted for financial responsibility and high quality service for nearly a century.
- Your contribution remains the same no matter how many eligible dependents you include.
- Benefits are paid in full no matter what other insurance coverage you have.

Exclusions (Fine Print):

Optional Disability Benefits are not paid until after the twenty-sixth week of total disability.

For persons under age 70, accidental death and dismemberment losses are not covered if sustained more than a year** after a covered accident; if age 70 or over, more than 90 days**.

The program does not cover losses, or disability where applicable, resulting from: suicide; attempt at suicide; intentionally self-inflicted injury; bodily or mental infirmity or disease; infection; war or any act of war; active duty in the armed forces; riding in races or testing automotive vehicles on a track or speedway; riding in (including boarding or leaving) any land or water conveyance operated by a common carrier or any aircraft, if the covered individual is operating or assisting in the operation, is giving or receiving training, or has duties aboard such conveyance or aircraft or, if aircraft, is being used for test or experimental purposes.
****Time limits not applicable in Pennsylvania.**

How to Enroll:

Fill out the enrollment form and mail it to us with your first year's contribution: $19 for the basic AD&D coverage; $23 if you wish to take advantage of the Optional Disability Benefit. Your insurance becomes effective upon receipt of your initial premium payment, and acceptance of your enrollment form by Prudential.

Underwritten by:
Prudential
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ORD 70075 Policy Form Serial U

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Statements By Member To Be Insured (Please print all answers)

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RESIDENCE ______________________________
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TEAR OUT AND SEND IN

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NEA REPORTER

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TAXPAYER REVOLT IMPERILS SCHOOLS

INSIDE

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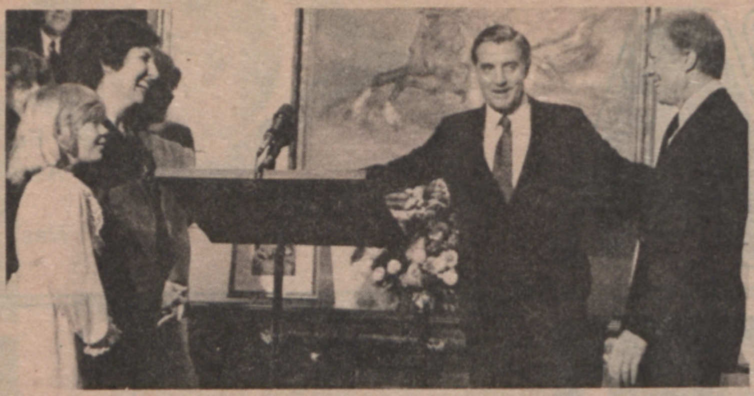
Significant limits on state and local taxes or spending may be proposed to the voters in as many as 19 states this election year. The budget-slashing craze profoundly threatens teachers and education—as well as other state and local employees and public services. Teachers and their allies are joining forces to fight, and defeat, the most damaging of this year's crop of tax and spending restrictions, calling instead for meaningful tax reform. Feature begins on page 2.



President Carter put in a surprise appearance at White House ceremonies in which Vice-President Mondale honored Teacher of the Year Beverly Bimes of St. Louis, Mo. Taking time out from the Middle East talks to thank her "on behalf of the 220 million people who benefit from our educational system," Carter added, "We are proud of you as a symbol of all teachers— and in your own right."

Teacher of the Year: 'Applaud yourself!'

WASHINGTON, D.C.—Teachers must start thinking more positively about themselves, says 1980 Teacher of the Year Beverly Bimes. An English teacher at Hazelwood East High School in St. Louis, Mo., Bimes was honored in April ceremonies at NEA Center, the White House, and elsewhere in Washington. The Teacher of the Year award is sponsored annually by the Encyclopaedia Britannica Companies, the Council of Chief State School Officers, and *Good Housekeeping* Magazine.

Just three years ago, Bimes says, she was "a teacher whose career was flickering to an end. I had all the classic symptoms of teacher burnout. Everywhere I'd go, I'd hear how I had failed." Bimes got mad. She came to see that "even more devastating than public critics is how teachers feel about themselves. They're beginning to believe that they're failing. I realized that we have to save our profession and asked myself what I could do. In a way, my total-school writing project started as a vindictive effort to show that I could generate some good press coverage. I was tired of being battered."

One phone call to a reporter landed her on the front page of the St. Louis *Post Dispatch*. Her project, which emphasizes writing skills in all subject areas, has received not only "fantastic community response" but also inquiries from all over the nation.

Part of the problem behind negative media coverage, Bimes believes, is that "we just don't realize the many successes we have in the classroom. We don't communicate to the public what we're doing, and often we talk in abstract terms. People are so tired of hearing how everything is going wrong . . . they're waiting for success stories. Teachers have to get these stories out. I say to the individual teacher, 'Stand back, step out of yourself, and give yourself a big round of applause!' "

While stressing the role of the individual in bringing change, Bimes is mindful of the importance of NEA and its affiliates, to which she has belonged during her 12 years of teaching. "It is the organization that helps us to applaud and bolster each other and share pride in the profession," she believes.

She fumes over the public tendency to brand teachers as "not dedicated like they used to be" when they and their associations work to improve their financial status. "We need money just as much as anyone else to survive the crunch of inflation," says Bimes, adding, " I think the teachers who are the unhappiest are tied up in a kind of psychological bondage, trying to live up to the classic teacher myth in which you are supposed to be so completely dedicated that you ignore the fact that you are a person in your own right. You're a better teacher when you realize that you're a person first. Martyrs don't go over well in the classroom."

Tax and spending limitations head for ballot in 19 states

WASHINGTON, D.C.—Limitations on government spending or taxes have been proposed in over 40 states this year. Many of the proposals have been defeated in the legislatures, but in as many as 19 states, legislative action and initiative drives are likely to place before the voters ballot measures ranging from drastic income tax cuts to property tax reductions patterned on California's Proposition 13.

About a dozen such proposals have already qualifed for state ballots, and at least another 40 are now collecting signatures. With filing deadlines for the November ballot still several months away in many states, additional proposals—both constitutional and statutory— can be expected.

Income taxes

Measures in five states are aimed at reducing the personal or corporate income tax. The most devastating is "Jarvis II," to appear on the June 3 primary ballot in California. If passed, this constitutional amendment would cut personal and business income tax rates in half.

An alternative proposal to reform the California income tax structure without reducing overall revenues, the Tax Simplicity Act, is backed by public employees including the California Teachers Association and has collected enough signatures to appear on the November ballot.

Petition campaigns to lower the income tax are also under way in Alaska, Michigan, Montana, and Oregon.

Property taxes

The vast majority of ballot proposals are aimed at the property tax. Over 40 proposals in 15 states attempt to lower property taxes through a variety of mechanisms ranging from Proposition 13 replicas (freezes on assessments and levies) to "circuit breaker" tax relief programs (measures knocking several thousand dollars off the assessed value of property before taxes are levied).

In Ohio, the "Fair Share Initiative," which would institute a statewide circuit-breaker program, appears likely to qualify for the November ballot. In Massachusetts, Proposition 2½, which would limit property taxes to 2½ percent of market value—reducing them by almost half—is almost assured a place on the ballot and is considered likely to pass. An alternative ballot proposal sponsored by the Massachusetts Teachers Association would limit increases in the property tax and state spending to the rate of increase in personal income.

In a number of states, including Arizona, Arkansas, Michigan, Oregon, Utah, and Washington, voters may be offered several property tax reduction plans on the same ballot. Voters in Colorado, Florida, Nebraska, Nevada, New Mexico, North Dakota, and South Dakota are likely to be faced with at least one such plan.

Threatened with the prospect of larger classes, stripped-down curriculums, fewer materials, lower salaries, and teacher layoffs as possible fallout from the various property tax reductions, NEA affiliates and their allies in Colorado, Nevada, Washington, and elsewhere are fighting back with massive grassroots campaigns to prevent the loss of hundreds of millions of school dollars. The Nevada State Education Association, for example, has launched a statewide effort against "Question 6," trying to educate taxpayers to the folly of copying a Proposition 13 meat-ax approach in a state where, unlike California in 1978, there is no state surplus from which to make up the revenue losses to local government and schools.

State and local spending

Proposals to limit future expenditures by state and in some cases local governments may be appearing on the ballot in seven states: Florida, Illinois, Massachusetts, Missouri, Montana, Nebraska, and Ohio.

As this issue goes to press, Saco, Maine, citizens are voting on whether to recall a drastic Proposition 13-style local spending limit passed last year, which has resulted in a $2 million loan default and layoffs of teachers, police officers, and firefighters. If the repeal is not approved, the group that sponsored the limit has certified a modification of the original measure, which will be on the June primary ballot.

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Design by **William J. Kircher & Associates.** Photo credits: page 1 **Joe DiDio;** page 2 **Joe DiDio;** page 3 **Joe DiDio;** page 4 (top and center) **Monica Carpenter,** (bottom) **Joe DiDio;** page 5 (top) **Darrell Hoemann,** (center) **Gary Moore;** page 6 (top) **Raleigh Atkinson,** (center) **Earl Smalls,** (bottom) **Joe DiDio;** page 7 **Joe DiDio;** page 14 **William Rainey;** page 15 (left) **William Rainey,** (right) **Jacqui Johnson;** page 17 **RKO-TV.**

Contributing writers: page 2 (right) **Steve Rabin,** Coalition of American Public Employees; page 4 (right) **Monica Carpenter,** Washington Education Association.

As tax-cut fever threatens...

'Teachers and their allies must take the offensive'

WASHINGTON, D.C.—"Genuine, progressive tax reform is the only answer to today's budget-cutting mania," Coalition of American Public Employees (CAPE) Executive Director James Farmer told teachers, social workers, and other local and state government employees at a conference here this spring. In a time of tax revolt, he said, "we must start taking the offensive and proposing real reform."

The conference, held at NEA headquarters, drew public employees from across the nation to assess the 1980 crop of tax and spending limitation proposals and to map strategies for defeating those likely to have the most devastating impact on public employees, on consumers of public services, on minorities, and on the poor.

"In the event Proposition 9 passes this year in California," Farmer said, "I suspect it will be contagious." Proposition 9 ('Jarvis II'), a constitutional amendment cutting state income taxes almost in half, will be voted on in the June 3 California primary. Already state and local tax or spending limitations are moving toward the ballots in a score of other states.

Although many of these measures have been initiated by business and conservative groups, the appeal of tax cuts in a period of high inflation "cuts across all traditional political lines," NEA Assistant Executive Director Don Cameron told the conferees. "The phenomenon defies traditional approaches."

Perceptions count more than facts

Arguments based on reason have little impact in the present climate, he said, noting that Floridians—among the least taxed citizens in the country—are nevertheless clamoring for tax relief. While the public stresses its desire to retain local control over the schools, Cameron added, it votes for measures like California's Proposition 13 that clearly shift control to the state level.

"Schools are taking the brunt of the property tax cuts," he said. "Critics' demands that we cut 'frills' are becoming laughable. Pupil services, diagnostic services, speech therapy, and counseling have already been cut in many communities as revenue sources continue to dry up. All the good work we've been doing is falling victim."

Even more devastating than the cutting away of our fiscal base is the drop in public confidence in the schools, Cameron observed. A further lessening of funding will only mean a *further* reduction in services, triggering a further downturn in public support and tempting parents who can afford it to turn elsewhere, he said. "It's a vicious circle."

NEA has long urged a more balanced method of funding education and other government services and has sought to restrict the dependence of local schools on regressive real estate taxes. NEA policy calls for a shift to a broad-based, more progressive tax—such as the federal income tax—to cover one-third of the cost of public education. The federal share is now less than 10 percent.

Two economists offer insights

"California has turned out to be a piece of bad luck," said conference keynoter Robert Lekachman, distinguished professor of economics at the City University of New York. "The state had an enormous surplus just sitting there in 1978 as a temptation to Howard Jarvis and Paul Gann. In fact, part of the reason 'Jarvis II' may now be enacted is that the prophecies of disaster did not materialize after the passage of Proposition 13." Jarvis II would eat away the state funds that California localities have been using to compensate for the property taxes lost under Proposition 13.

Among other reasons the tax-cutting craze is still alive around the country, Lekachman pointed to the tremendous funding put behind petition drives by business, landlords, and other conservative groups, and their clever capitalization on the apprehensions of an American public experiencing a sudden erosion in its standard of living due to inflation.

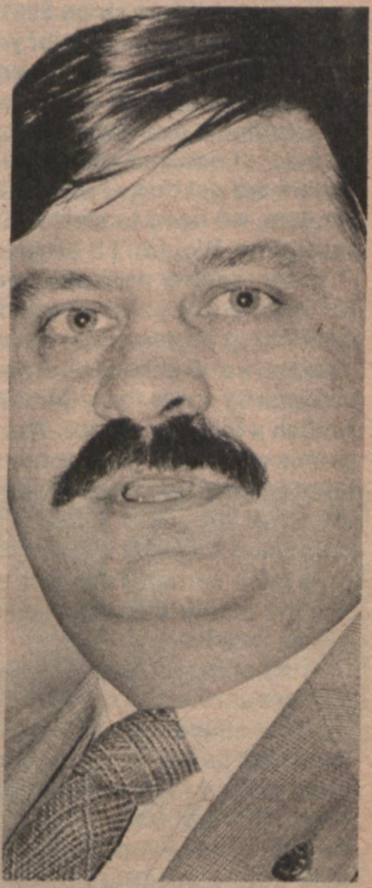
Drake University economics professor Steven Gold predicted that state and local revenues will not rise much in the next few years, regardless of whether or not formal limits are enacted. Most state spending limit formulas are simply nonbinding appendages that restrict increases in state tax revenues to the rate of increase in personal income, he pointed out. The majority of states passed tax cuts or rebates in last year's nationwide "orgy of taxcutting," Gold noted, adding, "The real fight in the 1980's won't be about arresting *growth* of government, but about keeping government from *shrinking*." The nation's anti-tax mood will continue, he predicted, "until people see services really being cut."

Success stories

Providing words of encouragement were educators and American Federation of State, County, and Municipal Employees (AFSCME) members from Michigan, Florida, Washington State, and New York, who shared what they had learned in their battles to stop tax-cut initiatives during the 1978 Proposition 13 tidal wave. Campaign messages, target groups, use of media, and other specific strategies varied from state to state, but one message came through loud and clear: tax and spending limitations *can* be fought, and successfully defeated, through a combination of planning, luck, skill, hard work, and coalitions.

In the final session of the conference, speakers emphasized the critical need for all potentially affected groups in each state to join forces and fight back. Public employees have a tendency to take the ostrich approach, AFSCME public policy director James Savarese pointed out—assuming that cuts "will always affect somebody else." NEA's Don Cameron agreed, urging teachers and other public employees to "put aside our one-issue concerns and band together for survival" in what he termed a "perilous time."

"School employees traditionally have been the victims of one fad or another," NEA Assistant Executive Director Don Cameron noted. "We've developed a tendency to just hunker down and wait for the latest wave to pass over—a very dangerous posture in the present climate. We must go on the offensive now to prevent permanent erosion of the economic base of the public schools."



"We used to talk in rather vague, warm terms about freedom, justice, and equality," said CAPE Executive Director James Farmer, who was recuperating from eye surgery. "Today everything is couched in the complex technical terms of economics. Our only hope of changing voters' minds is to translate those terms into human factors."

While 'inefficient government bureaucracy' is the current target, economist Robert Lekachman pointed out, no large institution is any more efficient. "Government is not always easy to deal with, but then neither is your local bank, your friendly utility company, or American Express when you call your own personal representative to straighten out a bill and the personal representative turns out to be a small computer!"

Sharing their findings about what has worked—and what hasn't—in past campaigns to defeat tax and spending limits were panelists (from left) Russell Lidman of Evergreen (Wash.) State College, Dori Corrado of AFSCME Florida, and George Brown of the Michigan Education Association.

Teacher Centers

(of the teacher, by the teacher, for the teacher)

Think back to the last district inservice program you were required to attend. If it was like most, you probably got an hour's lecture on the newest fifth grade math curriculum—whether you teach math or not. Maybe you fantasized about the chance to get outside during the day for a change, but your curriculum supervisor was sitting right behind you taking names of those who left.

There you sat in a chair built for a 10-year-old, in a dimly lit grade school lunchroom that smelled of yesterday's cabbage—being told what to teach and how to teach it by someone who hadn't taught a class of children since 1962.

On the way home, one of your colleagues said, "We should run our *own* inservice programs. We're the real experts. We face the problems every day. We know what's on kids' minds and what's on our minds. Before we get into another new math curriculum, we need to start with reading and discipline. Wouldn't it be great if . . . ?"

Enter teacher centers—an opportunity for teachers to gain control over their own continuing professional development. Teachers and school boards—together—voluntarily apply for federal funds to establish a teacher center. The center's programs are based on teacher needs as defined by *teachers*, not by administrators or the superintendent. A policy board with a mandated majority of classroom teachers runs each center. Teachers are free to use the center's facilities as their own needs require.

Most of the 89 federally funded teacher centers across the country were proposed by local education associations with help from Instruction and Professional Development staff of their state associations and NEA. NEA lobbyists have worked hard on Capitol Hill to keep federal money available for the program.

Featured here are teacher centers in the Pacific Northwest, the South, and the Midwest. What the three have in common seems to be a rare sense of teacher joy: joy at the chance to share lesson ideas that work, to develop cheap, simple "classroom survival" tools, and to escape at last from the "Mickey Mouse" wasteland of traditional inservice. As one participant put it, "This is the best thing that's ever happened since I've been a teacher!"

Thanks to NEA pressure, teachers are once again directly involved in deciding which proposals for teacher centers will receive federal funding. Reading and scoring proposals this spring were NEA members, from left, Teasther Smith of Michigan, Sarah Himan of North Carolina, Gerald Sharp of Texas, Louise Kutz of Minnesota, George Larson of Massachusetts, (second row) Adell Adams of South Carolina, Judy Rowland of Washington, Mary Merrit of Oklahoma, Blanca I. Ramos Negrón of Puerto Rico, and Betsy Gomez of New Mexico.

In Washington State:

The answer to teacher isolation

Palouse teacher center director Lisa Hansen (top right) and policy board member Arden Johnson look over newly created instructional materials. Below, teachers (from left) Tenny Brannan, Laurie Penrod, and Barbara McIntosh meet at the center to share strategies for coping with a common problem.

COLFAX—"When you teach in a little school district, you become really isolated," says Lisa Hansen, director of the Palouse Consortium Teacher Center here in the southeastern, wheat-farming part of the state. "It's customary to have only one first grade teacher or one special education teacher, so the opportunity to brainstorm with a colleague doesn't arise."

The new teacher center, which opened its doors in October, has already made a big difference: the 210 teachers in Whitman County don't feel so alone anymore. The center sponsors work-parties that allow all teachers of a particular grade or subject in the various districts across the county to get together to share problems and solutions.

The idea of creating a teacher center started small. Two teachers took a grants-writing course with the intent of obtaining a mini-grant to the tune of several hundred dollars. Someone suggested they apply instead for a teacher center grant. The deadline was only two months away, but Peg Jones and Dorla Scholz decided to give it a try. The result was a $21,000 federal planning grant—followed by an operational grant of $86,378.

"Without Peg Jones, the center would never have become a reality," teachers here agree. Jones spent entire nights preparing the proposal, inspired by the prospect of creating an alternative to the underfunded, irrelevant, or nonexistent inservice education offered by the local districts.

The center is housed in several pleasant offices on the top floor of an old bank building here. The other towns in the Palouse consortium area—Rosalia, Lacrosse, Endicott, Colton, Oakesdale, Steptoe, St. John, Garfield, and Tekoa—are all within 30 minutes' driving time of Colfax. Explains center director Hansen, who is on a leave of absence from her job as a special education teacher in Rosalia, "Because the consortium covers such a large region, we go to the teachers, rather than the opposite." She thinks of her office as a "distribution point" and has chalked up over 30,000 miles on her new car since the teacher center opened last fall.

The center's 20-member policy board includes representatives from each school district and from all levels—primary, elementary, intermediate, secondary, vocational education, higher education, and special education, as well as one private school representative, six school board representatives (five of whom are superintendents), and Hansen.

The center conducted a thorough teacher needs assessment and then zeroed in on four areas as its major targets for this first year: student motivation, teaching of the gifted, the problems of the slow learner, and skills in making classroom materials. Workshops set up in various locations throughout the consortium area have dealt with stress, math, classroom management, communications skills in the classroom, positive image, instructional theory into practice (ITIP), and the visual arts.

Now that they are more in control of their own inservice development and have a place of their own to go for help, teachers here feel more professional. "We notice the difference in our classrooms," reports Laurie Penrod, a fourth grade teacher in Colfax for six years. "I finally feel comfortable with what I'm doing." Says Tenny Brannan, who teaches accelerated eighth graders and physical education, "The teacher center has opened up a whole new world for me."

When the federal money runs out, Hansen hopes to tap local funds to keep the facility going. She views the teacher center as a testing ground for new ideas and techniques—and as a way to combat teacher burnout.

"Teacher centering is incredible," she says. "I have never seen so many people who care so much about each other and about education."

In South Carolina: Breaking down barriers

COLUMBIA—"A few years ago our school board and administrators refused to recognize our association's existence," says Adell Adams, chair of the teacher center policy board here. "We had few successes when presenting salary or calendar proposals. They would argue over commas. Now they've gained respect for us."

The Richland County Education Association's proposal for a teacher center finally forced Columbia's administrators to sit down seriously with teachers. "We used collective bargaining skills that we had never been able to use before," says Adams. "And now, when it comes to the teacher center, our voices are just as important as the administrators'. We're partners."

When their first proposal in 1978 was not funded by the U.S. Office of Education, the association found $50,000 in the school district budget and negotiated a locally funded teacher center. In the center's second year, after receiving $111,000 in federal money, the association arranged for the program director to be a teacher rather than an administrator. Association and administration together decided on the makeup of the policy board, with eight of the 11 members to be classroom teachers.

The center is housed in two unused classrooms at a downtown middle school and is coordinated by former RCEA president Jim Hockman, a history teacher for nine years.

His goal at the teacher center is "to meet the real needs of teachers," Hockman says. To pinpoint these needs, the center surveys teachers and sponsors an incentives grant program—allowing any group of teachers in the district to propose an inservice workshop for the teacher center to fund and arrange. The workshop can take place at the downtown service center or, if the teachers prefer, it can come right to them.

For example, a group of science teachers at the Hand Middle School wanted to set up an outdoor science education center at their school. They wrote and had the teacher center approve a proposal that included visiting a similar center at Clemson University, bringing outdoor specialists in for six teacher workshops, setting up a resource center for the district at their school, and developing classroom materials. The teachers are now well into implementing their plan.

Next year the Richland County center hopes to offer graduate and certificate renewal credit for some of its programs through one of the area's five colleges and universities. Professors from two of those schools—Columbia College and the University of South Carolina—are voting members of the teacher center policy board.

But perhaps the biggest indication of the teacher center's success here is that the school administration has offered to turn over some of its own staff development money to the center to help run a discipline program for teachers next year.

Art teacher and policy board member Ann Patterson says, "Our district has realized that we are capable of handling inservice training ourselves. The teacher center has broken down barriers between teachers and the superintendent."

"I believe that teachers should have control over their own destiny," says Columbia teacher center policy board chair Adell Adams, who is also vice-president of the Richland County Education Association. "There can be no better inservice training than inservice planned by teachers themselves."

In Indiana: 'The good word keeps spreading'

INDIANAPOLIS—When the Indianapolis Education Association went on strike last year, professional staffers of the Indianapolis Teacher Center went out too. That's because the center staff are all members of the local teacher bargaining unit.

The association has bargained into existence here a teacher center "as legitimate as any I've seen," says center director Carolyn Fay. The policy board numbers 13 teachers, nine administrators, and one college professor.

The association and the school board agreed to house the teacher center in a 100-year-old school building with lots of office and library space. Herb Budden, program director for the center, predicts further negotiations will focus on the need for the district to provide a regular amount of paid release time so each teacher can participate in the center without always having to come after school or on weekends. Currently, the center's largest budget item is payment for substitutes when teachers attend weekday workshops.

Teachers themselves often act as facilitators for the center's workshops. For example, junior high teacher Karen Rupp and intermediate teacher Peggy Averitte wrote a proposal to have themselves trained to deal with teacher stress. In return they developed a day-long workshop for other teachers in the district. High school teacher Francoise Miller is speaking this year at a National Council of Teachers of Mathematics conference. The center will offset some of her travel expenses, and in return she will conduct a workshop for her colleagues on using calculators in the classroom.

Programs here have been sparked by the results of an instructional needs survey jointly administered by the association and the Indianapolis Public Schools. The center has provided courses over the past two years in everything from cardiopulmonary resuscitation (CPR) and cardboard carpentry to developing positive self-images for black children. In addition to formal training workshops, the center offers a resource library, an audiovisual service, and a materials creation room.

Says Karen Rupp, "The teacher center is a collection of teacher ideas, not ivory tower ideas. We actually take the ideas back to our classrooms and try them out. The good word keeps spreading about this place."

Good teachers just naturally seem to congregate at the Indianapolis Teacher Center. In foreground are, from left, local association president Kathy Orrison, teacher center director Carolyn Fay, program director Herb Budden, and program analyst Pat Gilliam.

Teachers run most of the Indianapolis center's workshops themselves. Above, teachers Karen Rupp (left) and Peggy Averitte (center) lead a workshop on teacher stress. At right, Anne Ayer, a junior high music teacher, enjoys the session. Her comment afterwards: "We need a place like this where we can reap the benefits of our colleagues' experiences. Teaching is a lonely profession. You close the door to your classroom in the morning and open the door to go home in the afternoon. The teacher center gives us an opportunity to share."

Teacher centers to be focus of preconvention session in L.A.

LOS ANGELES—Delegates to the NEA annual meeting here this summer will have a chance to further their understanding of the teacher center phenomenon at a special information-sharing session from 1 to 4 p.m. on Tuesday, July 1, in the Convention Center.

Teacher center policy board members, a center director, and other local association activists involved with four teacher centers around the country will be on hand to share their experiences. Keynoting the session will be NEA President Willard McGuire. Top NEA staff will provide the perspectives of Government Relations and Instruction and Professional Development on the politics of teacher centering.

Allen Schmieder, head of the U.S. Department of Education's Teacher Center Program, will talk about what is being learned from the 89 federally funded centers throughout the nation.

ELECTION

Teachers back congressional hopefuls

Some 22 candidates for the U.S. Senate and 181 for the House of Representatives have been endorsed—or recommended for endorsement—by NEA's Political Action Committee (NEA-PAC) this spring. By September the total is expected to rise to 250.

An endorsement is a formal recommendation that teachers lend their volunteer efforts to the candidate's campaign, or at least give him or her strong consideration at the polls. For incumbents, the decision to endorse is based on voting record. Challengers and contenders for open seats are sent questionnaires and personally interviewed by local PACs to determine their positions.

Spotlighted on this page are three candidates who have won teachers' enthusiastic early endorsement.

...and continue to deliver for Jimmy Carter

WASHINGTON, D.C.—From Maine to Texas, NEA members have been getting out the primary and caucus vote for President Carter this year—and getting themselves elected as delegates to the Democratic National Convention in the bargain.

Comments NEA President Willard McGuire, "The first time you do something, it's essentially a learning process. The second time is when you really get good at it. In 1976 when teachers got involved in Presidential politics for the first time, they learned; this year they are really good at it."

In the 13 states where the Democratic delegate selection process has been completed, at least 93 NEA members have been slated as delegates, and 58 as alternates. Many more are still moving through the selection pipeline in other states.

By the end of April a total of 1,230 delegate votes were already pledged to the Carter-Mondale ticket—just 436 short of the 1,666 needed for first-ballot nomination.

At its April 26 meeting, the NEA Political Action Council (NEA-PAC) voted 269 to 4, with 26 abstentions, to exercise "option 2" under the multi-option Presidential endorsement procedure set up by the 1978 NEA Representative Assembly. Under that option, the 9,000 delegates to this summer's Assembly (July 3-6 in Los Angeles) will vote by secret ballot on whether or not to move from general support for President Carter in the primaries to a formal NEA endorsement for the general election. Endorsement will require a 58 percent vote.

Texas: Houston association doubles as Pentony headquarters

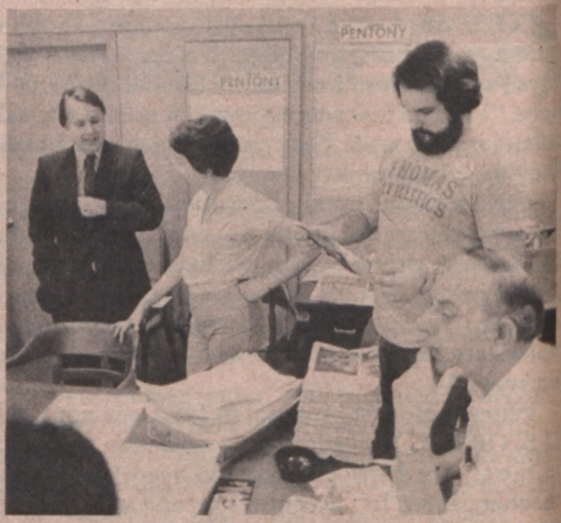
HOUSTON—On most Saturday mornings lately, the Houston Teachers Association conference table has become a giant desk covered with Joe Pentony pamphlets, posters, flyers, and stickers. Around the desk politically active teachers work busily to get the materials out, meeting often with the candidate himself to help plan his campaign.

"The incumbent we're trying to beat is Republican Ron Paul," explains Houston teacher Harriet Mauzy. "He has a 100 percent anti-education voting record."

Pentony is "the logical teacher choice for Congress," she says, since he has shown 100 percent support for Texas State Teachers Association legislation as a Democratic state legislator in Austin, "and he promises to do the same in Washington."

Texas' 22nd congressional district has provided some of the closest races in the country, changing hands from Democratic to Republican and back in the last three elections. Last time the winner squeaked by with little more than a thousand votes.

Teachers say this year it's Pentony's turn.



Congressional candidate Joe Pentony (far left) drops in at Houston Teachers Association headquarters to confer with teacher volunteer campaign workers Harriet Mauzy, Don Stephens, and (seated) Frank Silver.

Pennsylvania: When Reibman wins, education wins

ALLENTOWN—State senator Jeannette Reibman has teachers in eastern Pennylvania licking stamps, shaking hands, and making phone calls in her campaign to represent the state's 15th congressional district in the U.S. House of Representatives.

"She proved to be a teacher advocate when she chaired the state senate's education committee," says Edward Kropinicki, a teacher who has followed Reibman's career for almost 15 years and is active in her current campaign. "She has always sponsored, fought for, and voted for human legislation—legislation that benefits people. Any time Jeannette Reibman wins an election, it's a victory for education."

She is running to unseat the district's arch-conservative incumbent, Don Ritter, who has voted consistently wrong on education bills.

"No one works harder in an election than teachers," says Pennsylvania congressional candidate Jeannette Reibman. Teacher efforts played a major role in her April 22 victory in the Democratic primary.

Colorado: Kogovsek speaks for teachers

PUEBLO—In one of the closest congressional races in the nation in 1978, NEA-PAC backing helped Rep. Ray Kogovsek (D-Colo.) win by a margin of just 366 votes out of almost 140,000 cast. Now, in what is shaping up as another close contest, Association members in southern Colorado are working to ensure that this staunch friend of education returns to Washington for another term.

As a freshman, Kogovsek chalked up a perfect pro-education voting record and managed to get a seat on the House Education and Labor Committee and its Subcommittee on Elementary, Secondary, and Vocational Education. "The fight to get on these committees was worth it," he says, "because it's given me a chance to have the input that I think education needs in Congress."

Colorado's third congressional district is one of the largest in the country, covering the entire lower half of the state—57,000 square miles, of which 50 percent is owned by the federal government. Kogovsek has been a leader in the recent battle to continue federal impact aid to school districts in areas where federal lands mean lower tax revenues for education.

Expressing southern Colorado teachers' delight at Rep. Ray Kogovsek's stands on impact aid and other education issues is Pueblo elementary teacher Hazel Petrocco.

Contact teams blitz Capitol Hill

NEA mounts new counteroffensive to retain federal funds for education

WASHINGTON, D.C.—In the face of a renewed drive on Capitol Hill to balance the federal budget at the possible expense of key education programs, NEA brought its 435 congressional contact teams to Washington in April and early May to talk with their senators and representatives.

The House Budget Committee had adopted a target of $16.4 billion for education in fiscal year 1981, more than $1 billion over fiscal 1980. But a drive surfaced in the Senate Budget Committee and among members of the House in early April to increase defense spending dramatically and to cut back deeply on social programs in fiscal 1981.

Activity in recent weeks has focused on the annual process of setting total federal budget targets in a resolution that must be passed by May 15. Normally, the May 15 targets are only guidelines and do not become binding until ceilings are established by both houses in September. This year, however, advocates of instant spending curbs suddenly started working to make the May 15 targets binding and to require congressional authorizing and appropriations committees to cut at least $9 billion in current year and fiscal 1981 domestic programs. In addition, they called for tax-writing committees to raise taxes by as much as $22 billion to balance the budget and create a surplus.

The last of NEA's congressional contact teams are still in town as this issue goes to press, asking members of Congress to keep education funding at least at fiscal 1980 levels, and trying to head off the mischief makers who are directing committees to make unwarranted cuts in education and other programs that are designed to stimulate economic growth.

Congressional contact team member Hester Johnson, an eighth grade language arts teacher from Sierra Vista, Ariz., conveys teachers' thanks to Rep. Morris Udall (D-Az.) for federal budget amendments he proposed to head off cuts in education and other critical social programs.

NEA urges Senate to restore lost benefits to Social Security retirees

WASHINGTON, D. C.—NEA has asked the Senate Finance Committee to follow the lead of the House of Representatives in correcting 1977 legislation that has resulted in loss of as much as six months' worth of old-age benefits to many teachers who retired with Social Security coverage.

The problem stems from ambiguous language in the 1977 law, which abolished the monthly earnings test and made the test an annual one, except for an initial "grace year" for newly retired individuals. During that year, those who applied for Social Security benefits but planned to work part of the year —such as teachers, who generally retire in June—could receive benefits for any month in which they did not earn more than one-twelfth of the annual earnings limit, even though their actual annual income exceeded the maximum amount the law allowed them to earn without losing old-age payments.

Because the Social Security Administration construed the 1977 law as being retroactive, anyone who had received monthly benefits prior to actual retirement was placed immediately on the annual earnings test, resulting in loss of benefits. Others found they had inadvertently used up their "grace year" because the government had considered them "retired" ever since they filed for Medicare at age 65, even though they had continued working.

NEA's April testimony asked the Finance Committee to adopt the language of the House-passed bill, HR 5295, which would restore benefits to those who have lost them and amend the 1977 law to guarantee all future retirees use of the "grace year" provision.

Reapportionment ahead; legislative races critical

WASHINGTON, D.C.—As a result of the 1980 census, the boundaries of virtually every congressional and state legislative district in the country will be redrawn in 1981 and 1982. In all but two states, the power to draw these magic lines rests with the state legislature. Therefore, the outcomes of this year's state legislative elections will have a major impact on teachers' ability to elect friends of education—and to win pro-education legislation—at state and national levels in the decade ahead.

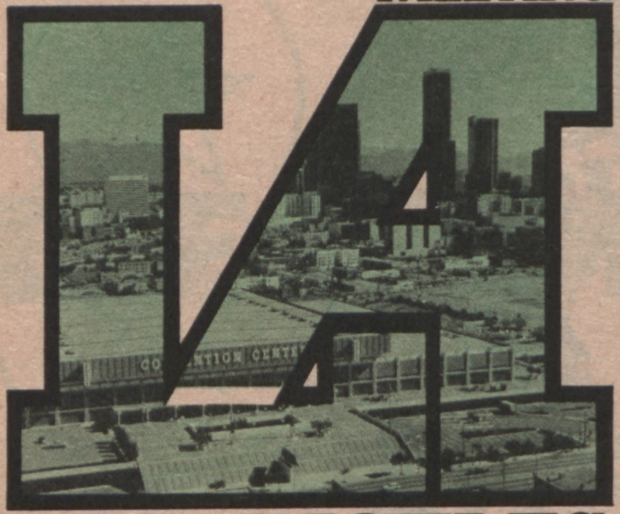
Eighteen states stand to lose or gain seats in the U.S. Congress as a result of population shifts since 1970, according to preliminary Census Bureau estimates. Gainers are Arizona, California, Colorado, Florida, New Mexico, Oregon, Tennessee, Texas, Utah, and Washington; losers are Illinois, Massachusetts, Michigan, New Jersey, New York, Ohio, Pennsylvania, and South Dakota. In addition to moving from the "frostbelt" to the "sunbelt" states, Americans have been shifting *within* states —primarily out of cities and into suburbs and small towns.

Hit hardest by the upcoming reapportionment will be the Northeast, Midwest, and urban areas. It is members of Congress elected from these districts who have generally been most sympathetic to the causes of education, labor, women, consumers, environmentalists, and other progressive groups.

Next year's legislative power brokers can be expected to refine the old political art of gerrymandering—drawing strangely shaped congressional and legislative districts in order to bolster or undermine one political philosophy or party. The dominant forces in a legislature may redraw the lines so as to fence the largest concentration of voters with an opposing viewpoint into the fewest possible districts or, in another tactic, may fragment that concentration into so many districts that it has no impact in any of them. In nearly all states, reapportionment plans are merely legislative bills that can be passed by simple majorities of both legislative houses with the governor's signature, or by two-thirds of both houses over the governor's veto.

Many right-wing organizations and major corporations are already deeply involved in trying to control this year's crucial state legislative races, while there is as yet little indication that those with opposing viewpoints have mounted any concerted counter effort. Teachers' prospects for winning constructive legislation and warding off damaging bills throughout the coming decade may well hinge on changing that situation. The balance of power in many legislatures can be altered by the gain or loss of just a few seats.

NEA 1980 ANNUAL MEETING



LOS ANGELES

LOS ANGELES—Nearly 9,000 teachers, professors, and other NEA members will convene here July 3-6 for the 59th NEA Representative Assembly. The Assembly is the Association's highest policy-making authority —and the largest regularly meeting democratic body in the world.

Theme of this year's annual meeting is "Politics in the 80's: Teachers Make a Difference." The decision on whether NEA will formally endorse a candidate in this year's Presidential election rests with the Representative Assembly delegates, who will be voting by secret ballot under 'option 2' of the multi-option endorsement procedure established by the 1978 Assembly (*see page 6*).

Other issues that will come before the delegates include the ravages of inflation, the movement for tax reform, violence in the schools, teacher stress and burnout, standardized testing, school finance, the regulation of broadcasting, education of the gifted and talented, education of the handicapped, teacher supply and demand, and the Equal Rights Amendment.

News conferences will highlight the action for approximately 450 education, labor, and political reporters who will cover the NEA meeting for major communications media throughout the country. The news conferences will focus on the dramatically changing state of the national economy, Public Law 94-142 (Education of All Handicapped Children) five years after passage, education of the gifted and talented, and teacher stress and burnout.

Providing overall support for this 118th NEA annual meeting will be volunteers on the hard-working California Host Committee, chaired by California Teachers Association activist Emmitt Williams, a junior high school teacher in suburban Los Angeles. Williams also served as host committee chair when NEA last met in Los Angeles in 1975 and is the

continued on page 13

Six file for NEA offices

Delegates to the 1980 NEA Representative Assembly in Los Angeles will elect a secretary-treasurer and two members of the Executive Committee. The secretary-treasurer will serve a two-year term beginning September 1, 1980. The two Executive Committee members will serve three-year terms beginning September 1.

Pursuant to the requirements of Article V, Sections 1(c), (d), and (e) of the NEA constitution, elections may be held for at-large representatives of ethnic minorities, administrators, or classroom teachers in higher education on the Board of Directors.

Candidates for office shall have been active or educational support members of the NEA for at least two years immediately preceding the election. Time spent by an educational support member in a membership category that is now encompassed in whole or in part by the educational support category shall be counted for purposes of the two-year requirement.

In accordance with Standing Rule 10, nominations will be made at the fourth business meeting of the Representative Assembly on Friday, July 4, in Hall A of the Los Angeles Convention Center. Each candidate must have filed a certificate of eligibility with the NEA executive director no later than the time of nomination.

Voting for officers on the first ballot will take place from 7 a.m. to 12 noon, Saturday, July 5, in the rear of Hall B of the Convention Center.

(A pending amendment to Standing Rule 10, which will be voted upon on Thursday, July 3, provides for nominations on July 3 and elections on July 4.)

Campaign Regulations for Candidates for NEA Office in Elections Held at the NEA Annual Meeting details the rules and policies on campaigning for national office. The publication is available from the NEA Executive Office.

The persons whose pictures and statements are printed here have filed for office by April 1, 1980. Candidates for each office are presented in the order in which they filed.

Candidates may file for office at any time prior to nominations.

Secretary-Treasurer:

Ronald G. Bruch
Missouri

Ron Bruch's leadership on the NEA Executive Committee and as president of the Missouri-NEA has made him widely recognized as a strong and articulate teacher advocate. His experience as two-term chairperson of Missouri-NEA's Program-Budget, treasurer of a private corporation, and a member of a bank board of directors has made him knowledgeable and proficient in financial and business affairs.

Ron says, "The secretary-treasurer must provide leadership so that the fiscal resources of NEA will be used to meet contemporary needs and shape its future direction."

Ron's leadership record and financial background demonstrate his expertise and qualifications. He has proven his willingness to listen, his commitment to work, and his ability to make things happen. He asks for your vote for NEA secretary-treasurer.

Mary Hatwood Futrell
Virginia

Mary Hatwood Futrell is a teacher leader who is widely respected as an articulate, effective advocate for educators and students.

Mary believes the continued strength of the united teaching profession is contingent upon a fiscally sound NEA serving as a strong advocate of improved benefits and services for members and for improving the quality of education.

As a member of the NEA Board of Directors, two-term president of the Virginia Education Association, NEA Southeast regional chairperson, and ERAmerica president, Mary has successfully demonstrated her leadership. Her involvement as lobbyist, negotiator, program and budget developer, association and community leader along with 16 years' experience as a business education teacher will enable Mary to provide a broader dimension of expertise to the office of secretary-treasurer.

Executive Committee: (two to be elected)

Gary Obermeyer
Nebraska

Gary Obermeyer, a junior high school art teacher, is the immediate past president of the Nebraska State Education Association. He is currently serving as Nebraska's alternate NEA director and was formerly a member of the NEA Standing Committee on Instruction and Professional Development.

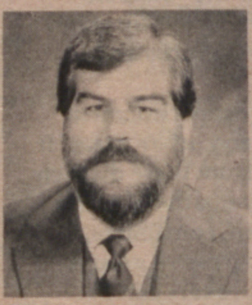
Gary says: "The maturity of our organization is evidenced by the fact that we now have the means to address the needs of an emerging profession of teaching. Public concern about the quality of education provides us opportunities to make improvements in the conditions of education and teaching. The biggest obstacle is not laws or tax limitations but our own attitudes. The challenge of leadership is to help the teachers of this nation see the opportunities."

Luther Burse
Pennsylvania

Luther Burse is highly regarded as an NEA teacher-leader. He has been an active participant in numerous educational conferences and workshops and has effectively represented NEA in bargaining elections, in membership organizing, and as a lobbyist.

Luther is a two-term NEA director for Pennsylvania and is currently serving a second term on the NEA Program and Budget Committee. He is a past chairperson of the Higher Education Elections Committee and was elected to the Internal Concerns Committee of the NEA Board of Directors. He has also served on several ad hoc committees of the Board.

Luther believes that NEA's major focus should be "rendering teachers their proper respect in our society through fair economic reward as well as professional and social recognition."



George Mello
Rhode Island

George Mello, classroom teacher, local president, negotiator, lobbyist, political activist, and NEA director, has made his leadership felt at all levels of the UTP.

George Mello wants to serve on the NEA Executive Committee because he knows that an organization which does not move forward will slowly die. His leadership demonstrates his belief in the dignity and worth of our profession.

George Mello can lead us as we face our immediate challenges: passage of ERA, strong minority participation in the wake of Landrum-Griffin, and more effective political action.

George Mello stands for leadership and advocacy. Please support him so he can continue to serve.

Joanna Hock
Indiana

The NEA constitution and bylaws charge the Executive Committee with specific functions. An Executive Committee member, in discharging these duties and other business directed to the Committee, must make decisions with progressive foresight, experienced hindsight, advocacy, sensitivity, thorough study, and a commitment to helping teachers teach.

The unwritten charge to an Executive Committee member is to provide leadership. This leadership must be available to speak to and for the member as the Association addresses the education issues in the 80's. We face increasing pressures and demands that are generated by these issues for which we must seek resolution. Representing 1.8 million members is an awesome responsibility. Teacher to teacher, I am committed to representing you and the children we teach.

Proposed NEA Resolutions, 1980

NEA's 129-member Resolutions Committee met in Washington, D.C., March 6-8 to review both the Association's 1979 resolutions and all proposed 1980 resolutions received from members and affiliates to that time.

The proposed 1980 resolutions which appear below may be changed, and topics may be added, in Los Angeles. "Members are urged to send comments on these proposals to the Resolutions Committee staff at NEA Center, so that the Committee can consider them at its meeting just prior to the opening of the Representative Assembly," says chairperson Lois Tinson. "Delegates will have an opportunity to make additional comments before the Assembly convenes, at the open hearing on resolutions to be held from 3 to 5 p.m. on July 1 in Los Angeles."

New resolutions or those to be changed have an asterisk at the end of the title and are followed by a brief italicized description of the proposed change. Figures in parentheses after each *continuing* resolution (those designated by a goal letter and number) indicate the years when the resolution was first adopted and subsequently amended. *Annual* resolutions are identified by a star in front of the goal letter and number. The year in which the resolution was first adopted is enclosed in parentheses at the end of the resolution.

Delegates are urged to bring this issue of the NEA Reporter to the Los Angeles annual meeting. The preliminary report of NEA resolutions will not be widely reproduced in any other form.

THE RESOLUTIONS OF THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

FOREWORD

The Constitution of the National Education Association indicates that the goals of the Association shall be the nine goals stated in the PREAMBLE. These goals are, therefore, regularly set forth in a statement of resolutions adopted by the Representative Assembly.

Resolution is defined as a formal expression of opinion, intent, belief, or position of the Association adopted by the Representative Assembly and providing the direction in which the Association should be moving.

Resolutions of a more permanent nature are *continuing* resolutions. The titles of these resolutions are preceded by the goal letter and appropriate number. Resolutions of immediate concern are *annual* resolutions. Their titles are preceded by a star (★) and the goal letter under which they appear.

In addition to policy set by resolution, the Assembly may adopt items of new business. Standing Rule 6(K) states: "New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application."

A. SERVE AS THE NATIONAL VOICE FOR EDUCATION

A-1. Educational Opportunity for All—The National Education Association believes that education should be provided from early childhood through adulthood, be suited to the needs of the individual, be nonsegregated, be offered beyond the traditional school day and school year, be required through the secondary school, be offered at public expense, and be guaranteed by the Constitution of the United States. The individual also must be free to choose, to supplement, or to substitute education in privately supported, nonsegregated, nonpublic schools. The Association also believes public and nonpublic schools should be accredited under uniform standards established by the appropriate state agency. (69, 74, 76)†

A-2. Public Education—The National Education Association believes that the priceless heritage of free public educational opportunities for every American must be preserved and strengthened.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education that prepares its citizens to—

a. Use the English language properly in written and oral communications.

b. Compute effectively enough to ensure their ability to procure and/or dispense services and materials necessary to their health and general well-being.

c. Exercise attitudes of good citizenship and societal productivity.

d. Appreciate the aesthetic and moral qualities of life.

† Figures in parentheses after each *continuing* resolution indicate the years when the resolution was first adopted and subsequently amended. In *annual* resolutions the figure represents the year the resolution was first adopted.

*Indicates that the resolution was amended in 1980.

e. Formulate values for their lives that will lead to continual growth and self-fulfillment.

The Association urges its state and local affiliates to intensify their efforts to maintain and strengthen comprehensive programs of education that aspire to these goals. Viable systems of free public education require such programs, and any movement that would restrict or restrain their implementation will be opposed by the Association. (69, 78, 79)

A-3. Educational Neglect—The National Education Association believes that many schools are in crisis, evidenced by decay, neglect, and continuing deterioration. These schools must be provided with higher-than-average per pupil financial allocations to increase staff, buildings, and instructional material. Massive financial support is required to provide quality education. Organizational patterns must be developed which effectively involve parents, teachers, and students.

The Association urges its affiliates to initiate programs which strengthen and enhance the education provided by these schools. It believes its affiliates are uniquely able to design programs to inform and assist teachers in such schools. Continuous communication and involvement with community groups are keys to the success of such programs. (69, 76)

A-4. Environmental Education — The National Education Association believes the nation's priorities must include the protection of our environment. It urges the development and improvement of federal legislation, programs, and appropriations that provide education—

a. To understand the proper use, stewardship, and preservation of a viable environment.

b. To promote an understanding of the necessity to protect endangered, threatened, and rare species.

c. To eliminate pollution.

d. To promote an understanding by students and the public of the effects of past, present, and future population growth patterns on world civilization and human survival.

e. To promote the establishment and management of federal Wilderness Areas, Recreational Areas, and Refuge Areas, in order to educate students to the concept of the compatibility of humanity and nature.

The Association urges its affiliates to support environmental programs in school systems for grades K through adult.

The Association encourages local affiliates to establish procedures to assure that policies and practices adopted by governing boards are consistent with environmental concerns. (73, 74, 75, 76, 78, 79)

A-5. Decentralization in Large Cities—The National Education Association believes that the educational decision-making process must be as close as possible to the citizens and professional staffs directly served by, or involved in, local communities within the cities and recommends decentralization in large cities.

The Association endorses the concept of elected boards of education within large cities. The appropriate delineation of authority and power between a central city board of education and the community boards within the city is a critical factor in ensuring the success of decentralization. Such delineation will inevitably vary from city to city based upon local circumstances, custom, state law, immediate needs, and historical precedent. Precedent and custom, however, must not be allowed to stand in the way of establishing smaller and more viable units of school governance and administration which will make large city schools more responsive and accountable to the various groups they must serve.

The Association also believes that elected community boards of education must possess clearly defined authority in the areas of curriculum, educational materials, school program, and personnel, with negotiation rights and procedural due process guarantees for the educators of the city. (69)

A-6. Public Understanding and Support of Education*—The National Education Association recognizes the responsibility of the united teaching organization to promote public understanding and support of education and educators and to encourage wide public and parental participation in solving education's problems. It also recognizes its responsibility to publicize adverse educational conditions and to support its affiliates in attempts to improve conditions in their districts.

The Association also believes that there must be a representative board of education, elected by the citizens, in each school district, which also has a responsibility to promote public understanding of the schools. (69, 73, 74, 78, 79, 80)

Delete ", elected" preceding "board of education" in second paragraph. Insert ", elected by the citizens," after "education."

A-7. Mass Media*—The National Education Association recognizes the total educative effect of the communications media, whose obligations should be to provide full, constructive, and accurate presentations. The Association supports the media and their right to protect information and sources of information from mandated disclosures and search and seizure.

The Association recognizes that children are an especially vulnerable audience who must be protected from violent television programming, race and sex stereotypes, and exploitation by advertisers. It encourages advertisers, broadcasters, and parents to promote a variety of materials of the highest caliber for children of all ages to help them to become intelligently critical viewers, listeners, and readers.

The Association urges its affiliates to establish media study committees to monitor media activities; to provide research material and training to teachers; and to promote positive, educational programming. The Association further urges its affiliates and members to recommend to parents that they monitor and limit television viewing. (69, 70, 78, 79, 80)

Add "monitor and" after "they" in last sentence of second paragraph.

A-8. Organizations of Other Nations—The National Education Association believes that a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. The Association actively supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations of other nations. (69)

A-9. World Hunger—The National Education Association believes educators must teach the facts of world hunger and malnutrition and must help students develop the capacity and the commitment to resolve these problems.

The Association deplores those conditions that result in gross inequities in the distribution of present food supplies.

The Association calls upon our government to cooperate with world leaders to remove the natural and political obstacles that impede efforts to increase food production while respecting the ecology of the area. (75, 79)

★A-10. Deleterious Programs — The National Education Association believes the following programs and practices are detrimental to public education and must be eliminated by the united teaching organization: performance contracting; tax credits for tuition to private and parochial schools; voucher plans; planned program budgeting systems (PPBS); and evaluations by private, profit-making groups.

The Association also believes that other tax credit programs, management by objective systems, and revenue sharing programs have at times been implemented in ways that are harmful to public education. It therefore calls for a monitoring of such programs and a concerted effort by the united teaching organization to prevent such abuses. (74)

★A-11. Cable Television—The National Education Association believes that expanding cable television (CATV) technology should provide telecommunications services to education. Federal regulations should guarantee the reservation of at least 20 percent of the channel capacity of CATV systems in each community for educational and other public purposes.

The Association urges its affiliates to monitor community franchises and to support provisions by municipalities to set aside a percentage of the franchise for school and public access programming.

The Association encourages local affiliates to develop educational and public information programs and to increase the use of educational access channels to promote better understanding of education within their communities. (70)

★A-12. Public Broadcasting Services and National Public Radio—The National Education Association believes that Public Broadcasting Services (PBS Television) and National Public Radio (NPR) can have a positive impact on the educational process. The Association urges its affiliates to become involved in the producing, programming, and utilization of PBS and NPR broadcasts. The Association urges the enactment of legislation that provides financial support for public broadcasting. (75)

★A-13. Media Legislation in the Public Interest—The National Education Association opposes legislation to release the broadcasting industry from the requirements of serving the public interest.

The Association supports those public interest groups that work for responsible reform of the Communications Act of 1934 and for media legislation in the public interest. It urges its state and local affiliates to express their concerns to their representatives in the United States Congress. (78)

★A-14. Voucher Plans—The National Education Association believes that voucher plans under which education is financed by federal, state, or local grants to parents could lead to racial, economic, and social isolation of children and weaken or destroy the public school system.

The Association urges the enactment of federal and state legislation prohibiting voucher feasibility studies and the establishment of voucher plans and calls upon its affiliates to seek from members of Congress and state legislatures support for this legislation. (70)

★A-15. Rural Education—The National Education Association believes that rural areas contain a range of conditions which make them unique and urges development of programs which recognize and deal with rural areas. It recognizes that equal per pupil funding may not provide equal education. The Association further urges its affiliates to support equal educational programs and the equitable funding of such programs. Neither shall be dependent on geographical location and/or density of population.

The Association and its affiliates should encourage institutions of higher education and state agencies to promote training of personnel which will reflect the special needs and problems of rural teachers.

The Association recognizes that consolidation of rural school attendance areas is not necessarily the answer to rural educational problems. (76)

★A-16. Urban Development—The National Education Association believes that professional organizations should be concerned about the quality of life in our cities and should advocate policies or programs concerning land use, zoning, urban development, economic growth, mass transit, rent subsidy, or other issues vitally affecting patterns of community development and subsequently the quality of education in our schools. The Association supports the utilization for educational purposes of all tax increment funds from urban renewal project areas when those funds normally intended for educational purposes are diverted to renewal projects. (74)

★A-17. Energy Programs*—The National Education Association believes that a national energy policy must be established that would reflect the efficient use of energy from all sources, urge research to develop new sources of energy, stress rapid development of renewable energy sources, and promote conservation. The Association supports establishment of community education programs to increase public understanding of alternative fuels.

The Association also urges its affiliates to support legislation that would ensure public schools' operating during the school year and encourages new energy sources and efficient design in the renovation and construction of schools.

The Association supports programs that would educate the public to the dangers and benefits of nuclear power and the problems of nuclear waste disposal.

The Association further believes that the people of a state should make the final determination as to whether or not nuclear waste shall be buried within their state boundaries.

The Association further urges the development and utilization of new technologies that may provide for the safe transport and disposal of nuclear wastes.

The Association further urges its affiliates to support March 21 as "National Energy Education Day" and to encourage energy education programs in public schools at all grade levels. (77)

Delete "for use in new school construction" at end of second paragraph, and add "and efficient design . . .".

★A-18. Community Education*—The National Education Association believes that the concept of community education encourages schools to provide leadership in solving community problems.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of community education programs in their states. (77)

Delete second sentence of first paragraph, including list. Substitute "community education" for "such" in second paragraph.

★A-19. Tax Reform—The National Education Association—an organization that consists of members who provide taxes—supports tax reform at the local, state, and national levels. The Association believes that tax reform must be completed promptly and rationally. Tax reform should—

a. Increase tax fairness and raise revenue necessary to finance quality public education and other public services.

b. Prevent excessive reliance on property or any other single tax source.

c. Reflect the findings of comprehensive studies of the total individual and corporate tax burden.

d. Assure a tax burden distribution that reflects the ability to pay and that safeguards family subsistence.

e. Assure that statewide uniformity in property tax effort be required. (78)

★A-20. National Health Insurance—The National Education Association believes that preventive health care is important in the fostering of educationally active and productive students and that many educational problems stem from the lack of health services to the student and family.

The Association advocates the concept of adequate health care for all and believes that a national health insurance plan should be supported by the United States Congress.

The plan should encourage diversity and flexibility in the provision of health care service. This plan must be mandatory and be provided by both public and private agencies that have substantial consumer representation on their governing boards. The legislation enacted by Congress must recognize the government's ability to finance all of its social programs, including education. (78)

★A-21. Hazardous Materials — The National Education Association believes that students and staff must be protected from the hazards of dangerous chemicals used in construction and maintenance of educational facilities and in classroom teaching. Programs of prevention and the elimination of health hazards should be enacted by the appropriate school governing body after input from the local association. (78)

★A-22. Radiation and Chemical Pollution*—The National Education Association urges the establishment and vigorous enforcement of stringent standards and safeguards against radiation and chemical pollution. All such standards must include provisions for strict monitoring in the proximity of school facilities. (79)

Add "and chemical" to title and in first sentence.

B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

B-1. Improvement of Instruction*—The National Education Association believes that a prime responsibility of professional associations is to stimulate significant improvements in the quality of instruction. The primary authority to make educational changes should lie with the teachers through their influence and involvement in democratic decision-making in and out of the school. The Association encourages and endorses curriculum and professional development activities by local and state associations to assist teachers in this role.

The Association endorses positive action plans that establish procedures and timetables for eliminating racism and sexism in the curriculum.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions. The Association encourages school systems to establish learning materials centers.

The Association urges that the profession, in cooperation with other interested groups, establish standards for educational materials, and insist that publishers and producers use the services of a competent educational institution or facility to field test, in actual classroom situations, such materials, and publish the results of their effectiveness.

The Association believes that one of its instructional goals is functional proficiency in English, with emphasis on the development of those basic reading, writing, speaking, and listening skills essential for success in other disciplines and everyday life. (69, 70, 71, 74, 75, 76, 77, 79, 80)

Delete everything after "essential" in last paragraph and substitute "for success in other . . .".

B-2. Bilingual-Multicultural Education*—The National Education Association believes that the bilingual education process uses a student's primary language as the principal medium of instruction, while teaching the language of the predominant culture in an organized program, encompassing a multicultural curriculum.

The Association supports appropriate federal legislation and it urges its affiliates to seek state legislation that requires bilingual-multicultural education according to educational need.

The Association also believes that legislation must provide funds to expand current multicultural and language programs, including those for teacher preparation, necessary to provide equal opportunity to all students in the public schools.

The Association urges that bilingual-multicultural programs include as a goal functional proficiency in English, with emphasis on the development of those basic reading skills essential to the successful pursuit of all other disciplines. These programs should stress the development of appropriate exit criteria to facilitate moving the students into a total English program as soon as the student can maintain a satisfactory level of achievement in a total English program. (69, 72, 73, 74, 75, 76, 80)

Added new last sentence.

B-3. Health of Children—The National Education Association recognizes that the total environment, including home, school, and community, affects the mental, emotional, and physical health of children.

The Association urges those organizations; institutions; and local, state, and federal governments to initiate steps to assure the nation's children access to school health services as provided by the professional school nurse.

The Association believes that a wholesome environment is essential for the proper education and growth of children. It urges its affiliates to support programs which would—

a. Promote education programs for parents to improve home atmosphere.

b. Inform parents of the availability of discount buying through the federal Food Stamp Program and assist them to understand its eligibility requirements.

c. Provide information on harmful additives and preservatives, the possible consequences of excessive consumption of confections, and processing procedures that remove nutritive value from foods.

d. Provide special diagnostic services through the schools for early detection of health and/or learning disabilities.

e. Improve educators' understanding of child growth and development to ensure the provision of a climate in the school conducive to good health.

f. Strengthen and improve the enforcement of child abuse laws.

g. Provide increased utilization of teachers, pupil personnel and health service staffs, and students in team efforts to help improve situations where mental, emotional, and physical problems exist.

h. Provide comprehensive school and community health facilities and federal health plans to meet the needs of children.

i. Discourage the educational use of promotional materials with food themes that are biased toward specific commercial products.

j. Provide that teachers, families, and community members educate children to understand and accept the concept of death to help them develop a better ability to cope with death experiences and increase their awareness and sensitivity to those around them having such experiences.

The Association also believes that health and physical education programs should be developed and maintained commensurate with maturation levels of children. (69, 70, 71, 72, 74, 76, 77, 78, 79)

B-4. Pupil Personnel Services—The National Education Association urges that pupil personnel services, including counseling, social work, school nursing, dental hygiene, health, speech, and psychological services, be increased, and established where they do not now exist. The Association also urges that pupil personnel services be stressed at the preschool and elementary levels, since behavioral and attitudinal patterns are established at an early age. (69, 71, 74, 75, 78, 79)

B-5. Conversion to the Metric System*—The National Education Association believes that adoption of the International System of Units (SI metric system) is essential to the future of American industrial and technological development. The Association urges that the SI system be taught at all educational levels. (69, 70, 71, 74, 76, 80)

Rewrote resolution.

B-6. Basic Financial Support of Public Education—The National Education Association believes that to achieve the Association's commitment to equal educational opportunity for all and to assure fair tax practices for all citizens, public education must be supported from public tax sources. The Association will continually seek general federal support for the whole of public elementary and secondary education. These federal monies must be expended solely and equitably for public education. Therefore, it seeks support in accordance with the following principles:

a. The federal share of the cost of public education must be at least one-third.

b. Educational funding must be budgeted separately in recognition of its high priority in the federal budget.

c. Federal funds must be allocated without federal control for expenditure. Instructional programs which are federally funded should have maximum teacher involvement in their development at the federal level and, at the local level, must be implemented only after the involvement and approval of the recognized bargaining agent or local affiliate.

d. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

e. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.

f. A process of tax revision must be established at all levels, and tax administration must be subject to continuing review.

g. Local governing boards must be fiscally independent, and restrictive limits must not be imposed on their budgets or long-term borrowing.

h. The state and local share of finance must be derived from a tax system which is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.

i. Public funded services for nonpublic school students must be strictly limited to medical and dental care, public welfare programs, school lunch

and milk programs, and public safety services such as fire and police protection, which are budgeted and administered through the appropriate public agencies.

j. Federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting an establishment of religion, and provide for judicial review as to its constitutionality.

k. Programs, where appropriate, must make adequate provision for research and development and for promoting improvements in educational practice.

l. Funds for programs to alleviate sex discrimination and to reduce portrayal of sex stereotypes in the public schools must be provided.

m. Public funds shall not be expended for any materials that promote sex stereotypes and/or sex bias.

The Association will oppose any bill which includes provisions in federal legislation to provide funds, goods, or services related to the instructional process for nonpublic schools or nonpublic school students. (77, 79)

B-7. Education in Correctional and Rehabilitation Agencies—The National Education Association believes legislative and professional support should be given to members who teach in federal, state, and local correctional and rehabilitation institutions, hospitals, and other custodial agencies. The Association supports improving the standards of instruction in these institutions. (73, 79)

B-8. American Indian/Alaskan Native Education—The National Education Association recognizes that the complexity and diversity of needs of the American Indian/Alaska Native children require the direct involvement of American Indian/Alaska Native parents, American Indian/Alaska Native teachers, tribal leaders, and other American Indian/Alaska Native groups in developing adequate and equal educational programs which preserve the rich heritage of American Indian/Alaska Native culture.

The Association insists that federal funding for American Indian/Alaska Native education be expanded to effect necessary improvements. The Association supports the movement toward self-determination by American Indian/Alaska Natives and insists that such programs be voluntary. The Association opposes termination of federal support for American Indian/Alaska Natives either as a direct or indirect result of efforts to extend American Indian/Alaska Native self-determination.

The Association supports programs that provide for—

a. Legislation that assures the involvement and control of American Indian/Alaska Native education by American Indian/Alaska Native parents, communities, and educators.

b. American Indian/Alaska Native involvement in teacher training programs dealing with cultural pluralism and the teaching of American Indian/Alaska Native values, heritage, culture, and language.

c. Assistance to local and state associations in meeting the educational needs of American Indian/Alaska Native students.

d. Substantial participation by American Indian/Alaska Natives in NEA conferences and leadership training programs.

e. Coordination with existing American Indian/Alaska Native organizations and concerned agencies and aid in the dissemination of information and programs that include values, heritage, language, culture, and history of the American Indian/Alaska Native people.

f. Higher education opportunities for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs.

g. American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions.

h. American Indian/Alaska Native involvement in lobbying efforts in Washington, D.C. (76, 77, 79)

★B-9. Sex Education—The National Education Association believes that sex education that provides children and youth with information appropriate to their age is basic to healthy, well-adjusted mental attitudes. It also believes that the public school must assume an increasingly important role in providing this instruction and that teachers must be qualified to teach in this area.

The Association urges that courses in sex education and parent orientation regarding these courses be developed with care and that classroom teachers who teach the courses be legally protected from irresponsible censorship.

The Association urges its affiliates and members to support appropriately established sex education programs, including information on birth control, venereal disease, and problems from preteen and teenage pregnancies. (69)

★B-10. Drug Dependency—The National Education Association is concerned about the individual and societal problems which underlie psychological and physiological drug (including alcohol and tobacco) dependency by both children and adults. It calls for new and improved ways of helping children and adults learn more positive ways of meeting and coping with these problems. It recognizes the need for improved educational programs about drugs and for the uniform categorization of drugs. It urges its affiliates to support legislation leading to the standardization of drug laws and the improvement of the drug rehabilitation program.

The Association discourages the use of marijuana and believes that severe penalties for its production, distribution, and sale should be strictly enforced. Private possession and use of small quantities of marijuana should not carry criminal penalties. (72)

★B-11. Career Education—The National Education Association believes that a goal of public education is to provide all individuals, preschool through adulthood, opportunities to become effective, productive citizens. To achieve this goal, the career education concept must be interwoven into the total educational system and needs to include programs in awareness and explanation to aid students in career course selection.

The Association believes that educational programs should be developed that will assure equal opportunity for career development for all students and offer exploratory experiences in a variety of careers. The united teaching organization should be encouraged to provide in-service experiences and released time for teachers for curriculum development in this area and should cooperate with industry and agencies in full support of career education programs. (76)

★B-12. Vocational Education — The National Education Association believes that preparation of students for vocations and productive jobs should be a basic policy of secondary and higher education. Educational programs, which will assure equal opportunity for occupational development, should be developed for all students. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for students who have completed minimal state attendance requirements.

The Association supports vocational and technical education as a major component of education. To be effective, vocational and technical education should be preceded by career awareness and exploration programs. These exploratory courses should be incorporated into traditionally academic courses and into existing industrial and practical arts education courses. (76)

★B-13. Alternative Programs for Students with Special Needs*—The National Education Association recognizes that there must be increased development of alternative programs to meet the needs of several groups of students. Among these groups are displaced students of desegregated districts; pushouts; disruptive students; disabled readers; gifted, talented, and creative students; those of low academic ability; underachievers; pregnant girls and teenage parents; and those who do not qualify or have no desire to pursue a college program.

Programs should emphasize a broad range of activities for responding to students' differing behavioral patterns, interests, needs, and learning styles.

The Association urges increased support for the identification of these students, multisensory in-service training of educators, and development of programs at the local, state, and national levels.

Teachers should provide the major input for determining the nature of programs with the assistance of other specialists and advice of parents and students as appropriate.

The Association further supports the effort of its affiliates to negotiate and legislate for the training and hiring of an increased number of teachers with education in special areas. (77)

Rewrote resolution and combined it with "Students with Special Needs."

★B-14. Chicano and Spanish-Speaking Self-Determination in Education—The National Education Association recognizes that the complexity and diversity of the needs of Chicano and Spanish-speaking children require the direct involvement of their parents in developing an adequate and equal educational program which reflects and is responsive to their learning and cultural characteristics and promotes the preservation of their heritage and culture.

In school districts enrolling these students, the Association urges the employment of bilingual visiting teachers and counselors to meet the student needs.

The Association supports federal and state programs that directly enhance the educational opportunities of these children in their quest for educational self-determination. It recommends federal and state grants and scholarships that will facilitate the entry of Chicanos and Spanish-speaking students into the teaching profession.

The Association further recognizes and will aggressively pursue the realization of the responsibility of state and local education agencies to develop and implement programs which respond to the cultural (including language) characteristics of these children regardless of the availability of federal funds. (72)

★B-15. Asian and Pacific American Education—The National Education Association recognizes the complexity and diversity of needs of the Asian and Pacific American children caused by historical neglect and recent changes in political leadership in many Asian countries. The Association believes that there is a national responsibility to serve these children's special needs by providing educational programs that guarantee Asian and Pacific American parents, teachers, community leaders, and interest groups an opportunity to preserve, promote, and perpetuate their heritage and culture.

The Association encourages the passage of federal and state legislation that will produce financial support of Asian and Pacific American curriculum, pre- and in-service training of teachers, development of instructional materials, and the dissemination of information and programs. (79)

★B-16. Student Rights and Responsibilities—The National Education Association believes that basic student rights include the right to free inquiry and expression; the right to due process; the right to freedom of association; the right to freedom of peaceful assembly and petition; the right to participate in the governance of the school, college, and university; the right to freedom from discrimination; the right to freedom from commercial exploitation; and the right to equal educational opportunity.

The Association believes that each of these rights carries with it a comparable responsibility. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.

The Association believes that student rights must be safeguarded when students are involved in commercial premium campaigns and fund-raising activities. (69)

★B-17. Discipline—The National Education Association believes that discipline is essential in promoting optimum learning in the school. The Association recognizes the concern for the discipline problem.

The Association also believes that boards of education in conjunction with local affiliates should develop policies which would provide necessary administrative support to the classroom teacher for the maintenance of a positive learning environment.

The Association further believes its local affiliates should develop guidelines for effective disciplinary techniques. It urges affiliates to negotiate a process whereby administrators, teachers, parents, and students will be involved in identifying disruptive behavior and prescribing, implementing, and evaluating procedures that will reduce and correct disruptive behavior.

The Association supports legislation that will authorize the classroom teacher to maintain internal classroom management. The Association also supports the student's right to due process, but believes that the rights of those students not creating discipline problems must also be guaranteed. (75)

★B-18. Early Childhood Programs—The National Education Association urges the enactment of federal legislation to assist state and local communities in providing child care services, including childhood development programs.

The Association believes that implementation of early childhood development programs which have educational components that exceed child care service must utilize appropriately certificated professional educators. It supports those programs which upgrade personnel working in early childhood education and provide for maximum involvement of educators and parents at the operational as well as at the administrative level.

The Association endorses the involvement of minorities and the poor in staffing early childhood programs and also endorses professionally supervised training programs leading to the certification of all personnel. The Association believes that legal certification of professional personnel should remain the function of the states, and objects to federal government intervention in the credentialing process.

The Association urges its affiliates to seek legislation that would ensure the implementation of early childhood education programs primarily through the public school system. It believes kindergarten is necessary to the success of early childhood education and supports the concept of mandatory, fully funded kindergarten programs in all states.

The Association advocates the establishment of fully funded preschool special education programs. These programs should be readily accessible, should make available those services necessary to assist handicapped children from birth through five years, and should be staffed with teachers and therapists who are certified by the state. (75)

★B-19. Communication Between the Hearing and the Hearing Impaired—The National Education Association believes that the lack of communications between the hearing and the hearing impaired has seriously detracted from the potential of a broadly distributed group to contribute fully to our total society—a mutual loss to all citizens.

The Association recommends that instruction be given to hearing students that will help them to understand the unique needs of all hearing impaired students, and will help hearing students communicate with hearing impaired students. (74)

★B-20. Child Abuse—The National Education Association believes that all children should be protected from child abuse and that educators are in a position to observe and recognize abuse which has been inflicted on children.

The united teaching organization should (a) cooperate with community organizations to increase public awareness and understanding of child abuse and (b) encourage development of in-service programs that stress the identification of abused children and reporting procedures.

The Association urges its affiliates to seek the enactment of state and local legislation that would (a) provide educators reporting suspected child abuse immunity from legal action, (b) require educators to report to the appropriate authorities instances of suspected child abuse, and (c) provide for protection of children from other children. (74)

★B-21. Social Promotion—The National Education Association urges all educators, parents, and school board members to examine jointly the use of social promotion of students or grade-level advancement based primarily on age. The Association believes that sufficient resources and program alternatives should be provided to allow for the proper placement of each student. (78)

★B-22. Federal Impacted Aid—The National Education Association is especially concerned about inadequate funding to maintain quality education for children in school districts impacted by federal activities and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.

The Association urges a permanent solution to the financial problems of the severely impacted school districts.

The Association also endorses the concept of a national payments-in-lieu-of-taxes program. This endorsement does not affect the Association's continued support of current impact aid programs. The establishment of any payments-in-lieu program shall not adversely affect any locality currently receiving impact aid. (70)

★B-23. Youth Detention and Incarceration—The National Education Association believes that youth in detention centers must be provided educational programs that will enable them to become contributing members of society. Teachers of these youths must be prepared to provide instruction in life skills and learning skills.

The Association condemns the practice of punishing children in trouble by placing them in abusive environments and believes that alternatives to incarceration must be developed. The Association opposes the placement of children who are not charged with any offense in facilities with those who are so charged. There should be separate facilities for these detained minors. (75)

★B-24. Extracurricular Funding—The National Education Association believes that every student must have an opportunity to participate in funded extracurricular programs.

The Association urges that equitable funds for facilities, equipment, and remuneration of staff be provided for all extracurricular activities. (75)

★B-25. Education for All Handicapped Children*—The National Education Association supports a free, appropriate public education for all handicapped students in a least restrictive environment, which is determined by maximum teacher involvement. However, the Association recognizes that to implement Public Law 94-142 effectively—

a. A favorable learning experience using appropriate instructional materials, supportive services, and pupil personnel services must be provided both for handicapped and nonhandicapped students.

b. Regular and special education teachers, pupil personnel staff, administrators, and parents must share in planning and implementing programs for the handicapped.

c. All staff must be adequately prepared for their roles through in-service training.

d. The appropriateness of educational methods, materials, and supportive services must be determined in cooperation with classroom teachers.

e. The classroom teacher(s) must have an appeal procedure regarding the implementation of the individualized education program, especially in terms of student placement.

f. Modifications must be made in class size, using a weighted formula, scheduling, and curriculum design to accommodate the demands of each individualized education program.

g. There must be a systematic evaluation and reporting of program developments using a plan that recognizes individual differences.

h. Adequate funding must be provided and then used exclusively for handicapped students.

i. The classroom teacher(s), both regular and special education, must have a major role in determining individual education programs.

j. Adequate released time must be made available for teachers so that they can carry out the increased demands placed upon them by P.L. 94-142.

k. Staff must not be reduced.

l. Additional benefits negotiated for handicapped students through local collective bargaining agreements must be honored.

m. Communications must be maintained among all involved parties.

n. All teachers must be accorded by law the right of dissent concerning each individualized education program, including the right to have the dissenting opinion recorded.

o. Individualized education programs should not be used as criteria for the evaluation of teachers.

p. Teachers, as mandated by law, must be appointed to state advisory bodies on special education.

q. Teachers must be allowed to take part in the U.S. Bureau of Education for the Handicapped on-site visits to states. Teachers should be invited to these meetings.

r. Incentives for teacher participation in in-service activities should, as mandated by law, be made available for teachers. (78)

Rewrote resolution.

★B-26. Migrant Workers—The National Education Association is concerned with the plight of migrant workers, particularly with the education of those migrant children who are pushed out of school because of the system's failure to provide needed educational opportunities.

The Association urges its local affiliates to negotiate provisions that will guarantee protection and full rights for teachers of migrant children.

The Association supports legislation to ensure equal educational opportunities for migrant children, appropriate programs for migrant families, and the right of migrant workers to be represented in collective bargaining by an organization of their choice.

Mini-Corps as defined by federal legislation should be instituted in every state that has migrant children in its school system. (75)

★B-27. Financial Crisis—The National Education Association believes that free public education is in a financial crisis due to mounting inflation and/or declining enrollment. The united teaching organization seeks to maintain and expand educational programs for students by seeking public and legislative financial support. It believes that quality education requires adequate personnel, teaching materials, and supplies as priorities to be considered in the event of financial crisis.

The Association opposes the establishment of ad hoc classrooms in the event of school closures. (75)

★B-28. Youth Camp Safety—The National Education Association believes that all students who attend summer camps are entitled to protection, proper supervision, and facilities.

The Association urges its members to support legislation establishing guidelines which require that all camp personnel be adequately trained and that all facilities meet safety standards. (76)

★B-29. High School Equivalency Testing—The National Education Association supports the concept of a high school education for all youth and resists current efforts to erode secondary education.

The Association believes that the use of equivalency tests in lieu of academic preparation and school attendance for meeting requirements for graduation with age as the sole criterion for eligibility should be strongly resisted.

It believes that any state or district plan to use equivalency testing as the basis for qualification for a high school diploma should be developed cooperatively by classroom teachers, administrators, and governing boards. The plan should include provisions for recommendations from the local school faculty. Recommendations should be based, as a minimum, upon ability, achievement record, and maturation level in addition to the age of the student. (76)

★B-30. Middle School and Junior High Programs—The National Education Association believes in the creation of special curriculum, guidance and counseling programs, and health services to meet the special needs of middle school and junior high school level students.

The Association further urges development of preservice and in-service junior high/middle school education programs. (76)

★B-31. School Transportation—The National Education Association believes that all aspects of transporting students need close scrutiny. It believes that safety requirements for buses and other designated school vehicles must be stringently enforced and overcrowding be prohibited.

No professional employee should be required to transport students as a condition of employment.

The Association further believes that local school districts should provide students with transportation for all school-related activities. (77)

★B-32. Family Violence—The National Education Association recognizes the vicious cyclical effects of family violence, which contribute to family disintegration, social maladjustment, and the overall erosion of society and its institutions. The Association supports existing family services and further urges creation of additional support systems for families experiencing this problem. (78)

★B-33. Full Funding for Education Legislation—The National Education Association urges that all education legislation provide adequate funds for full implementation, including funds for teacher training. The Association further believes that teaching materials should be provided for both new and existing educational programs mandated by legislation and that such material for new programs should be available before the implementation of new programs.

The Association further urges its state and local affiliates to inform teachers and the public of legislation that is not adequately funded. (78)

★B-34. Multicultural Education*—The National Education Association recognizes and supports the need for multicultural education and the necessary teacher training for its effective implementation. (79)

Delete first paragraph, including list. Delete "therefore" in second paragraph.

★B-35. Time To Learn—The National Education Association believes that time to learn is essential in promoting optimum achievement in the schools.

The Association acknowledges the need for some students to be gainfully employed. However, it believes that parents, students, and employers should be made aware of the adverse effects of excessive working hours upon a student's attention span and academic achievement. (79)

★B-36. Credit Assignment—The National Education Association believes that the different methods of assigning credits as used by the nation's colleges and universities may cause difficulties in the evaluation of transcripts. The Association urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform method of evaluating the assigned credits. (77)

★B-37. Bureaucracy in Education*—The National Education Association is aware of an expanding bureaucracy in American public education. The Association urges its affiliates to work toward guaranteeing that an increasing portion of education budgets will be for the direct instruction of students. (77)

Delete second sentence of first paragraph, and make second paragraph the second sentence of the first paragraph.

★B-38. Left-Handed Students—The National Education Association believes in meeting the needs of all children in the public schools, including left-handed students. Toward this end, the Association and its affiliates will urge appropriate governing agencies to provide desks, scissors, and all other materials and instruments necessary for the left-handed child to achieve on an equal basis with right-handed students. (79)

★B-39. State Juvenile Codes—The National Education Association believes that a study of state juvenile codes is imperative because of the increased number of offenses committed by juveniles and increased violence in the schools.

The Association urges state affiliates to provide testimony at hearings and support legislative changes that strengthen state juvenile codes. The Association further urges stringent enforcement of existing codes. (79)

★B-40. Sexism in Education—The National Education Association believes that educational materials and processes should accurately portray the contributions of women both in the past and in the present and that women must be involved in the selection of these materials and in preparing teachers for their use.

The Association recognizes that many instructional materials portray women and men in sex-stereotyped roles. It urges educators to use those instructional materials that portray various careers and personal roles as acceptable and attainable for all individuals.

The Association endorses the use of nonsexist language by all schools. It further believes that sexism and sex discrimination must be eliminated from the curriculum. (75)

★B-41. Off-Air Recording for Educational Use—The National Education Association believes it is essential that teachers have the right to record programs off the air and play them back on a delayed basis sufficient to meet the needs of effective teaching. It further believes that broadcast schedules are a major hindrance to in-school use of such programs, that home-viewing assignments are not practical, and that teachers need the flexibility of recording off the air so that programs can be previewed before use in the classroom and incorporated into classroom situations at those times when students are most ready to learn.

The Association encourages the creative and innovative use of television, videotapes, and audiotape recording devices for improving instruction and for self-evaluation of professional competence. (79)

★B-42. Education of Illegal Alien and Nonresident Children*—The National Education Association is concerned that inadequate funding is jeopardizing quality education in school districts impacted by the children of illegal aliens and by those children who, while holding American citizenship, reside in Mexico but attend school in border school districts.

The Association believes that such impacted school districts should receive federal and state assistance to provide the educational facilities, personnel, special programs, and instructional materials needed for these students. (80)

New resolution.

C. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

C-1. A Certificated Educator in Every Professional Position—The National Education Association believes that all educators must have the knowledge and skills necessary to perform their duties.

The Association insists that professional positions, including specialized and substitute positions, be filled by an educator holding the appropriate certificate and that there be interstate certification reciprocity for mobile educators.

The Association will resist any attempts to diminish the quality of learning or services through the elimination of teaching positions or through the revision of school staff management under the guise of improving educational opportunity. (69, 70, 71, 72, 73, 74, 77)

C-2. Evaluation and Subjective Ratings—The National Education Association believes that it is a major responsibility of educators to participate in the evaluation of the quality of their services. To enable educators to meet this responsibility more effectively, the Association calls for continued research and experimentation to develop means of objective evaluation of the performance of all educators, including identification of—

a. Factors that determine professional competence.

b. Factors that determine the effectiveness of competent professionals.

c. Methods of evaluating effective professional service.

The Association believes that teachers and other professionals should evaluate supervisory and administrative personnel and governing board members.

The Association also believes that evaluations should be conducted for the purpose of improvement of performance and quality of instruction offered to pupils, based upon written criteria and following procedures mutually developed by and acceptable to the teacher association, the administration, and the governing board. Under no circumstances does the Association believe it is appropriate to make teacher certification or recertification dependent upon individual professional performance evaluations.

The Association insists that the evaluation program must recognize the rights of the educator who is evaluated. These include the right to—

a. Information concerning the evaluation criteria and procedure of the governing board upon application for employment and when changes are made in the criteria and procedures.

b. Open evaluation without subterfuge and with advance notice of evaluation visits with discussion of the teacher's goals and methods.

c. Tenure in public higher education not restricted by numerical or arbitrary quotas.

d. Consultation in timely fashion after a formal evaluation visit and receipt of and opportunity to acknowledge in writing any formal evaluation report prior to placement in a personnel file.

e. Evaluation reports which assess strengths, note progress, indicate remaining deficiencies and suggest specific measures the teacher can take to overcome indicated deficiencies.

f. Participation in a professional development program including such activities as appropriate counseling and supportive services, released time for in-service work, and opportunity to observe or seek and give assistance to other teachers in classroom settings other than one's own.

g. Access to and review of all items in personnel records; opportunity to attach a written response; and access to a procedure to remove inappropriate, derogatory, or unsubstantiated material. Anecdotal records to be included must be reduced to writing within 30 days of the incident documented. Statutory guarantees should assure these rights.

h. Supervision which is constructive, provides an opportunity to correct deficiencies, takes into account the variety of learning and teaching environmental factors, and emphasizes career development of the professional educator.

The Association opposes any plan to rank teachers on the basis of competency. The Association also believes that examinations such as the National Teacher Examination must not be used as a condition of employment or a method for evaluating educators nor should the evaluation of students taking assessment tests be used for purposes such as salary, tenure, retention, certification, or promotion. (69, 70, 72, 73, 74, 75, 76, 79)

C-3. Time To Teach—The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including a duty-free lunch period; time for planning; time for implementation of federal and state legislative requirements; and elimination of the noninstructional tasks required of a teacher.

Class size and the number of instructional periods taught each day must be adjusted to the particular learning process involved to allow individual attention to each pupil when

that is the required mode of instruction. Class size should not exceed 15 students per certificated classroom teacher. (69, 74, 76, 77, 79)

★**C-4. Teacher Education***—The National Education Association believes that teachers and students preparing to teach must be directly involved in evaluating and improving the standards for teacher preparation and certification. The Association insists that teacher involvement is necessary in planning and implementing quality teacher education programs.

Teacher educators must be certificated and experienced in their instructional areas.

The Association also believes that preprofessional practicum experience is an essential phase of teacher preparation. The responsibility for the practicum experience must be shared by the public schools, the institutions that prepare teachers, and professional associations.

The Association urges its affiliates to—

a. Take immediate steps to evaluate and improve standards for entrance into the teaching profession by working cooperatively with teacher training institutions and their professional organizations. The selection process shall be continuous and an integral part of the candidate's educational program. The process should be developed by education faculty, cooperative teachers, and students. The process should include, but not be limited to, early screening and guidance counseling. Such process shall not discriminate against anyone because of race, sex, creed, national origin, or physical handicap.

b. Assess critically current college and university programs of teacher education and make specific recommendations for changes.

c. Support inclusion of training in classroom management concerns such as discipline, group processes, the dynamics of intergroup communication and human relations in requirements for certification, and the provision for in-service workshops in these areas for experienced teachers and administrators.

d. Support legislation providing legal status and liability protection for student teachers.

e. Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teachers organizations.

f. Support the active involvement of elementary and secondary classroom teachers in the teaching of methods courses.

g. Support requirements in state certification standards for specific course work in reading instruction.

h. Formulate standards for school systems receiving student teachers including guidelines for cooperating teachers and college coordinators of student teachers. Supervising or cooperating teachers in a student teaching program should have reduced teaching loads and be given a minimum established compensation.

i. Recommend Student NEA membership before participation in preprofessional experiences and student teaching.

j. Offer guidance to teacher preparation institutions to prepare teachers in numbers consistent with projected need for teacher positions.

k. Support inclusion in master contracts or school policies that acceptance of student teachers be on a voluntary basis.

l. Take immediate steps to become involved in college and university committees that control teacher education programs.

m. Support changes in funding formulas and policies so that teacher education programs receive an equitable proportion of the funds received by higher education. (70, 80)

Substantially revised resolution.

★**C-5. Continuing Education** — The National Education Association recognizes the need for continuing education in the career-long development of teachers. It supports a variety of approaches to professional development, including in-service and the concept of centers governed by teachers representing their bargaining units and/or local professional organizations. It believes that school districts have a responsibility to fund professional development programs and in-service conference expenses for all staff.

The Association also believes that professional development programs should provide opportunities for teachers to gain the knowledge and skills that they themselves feel are important to their teaching, to the improvement of school programs, and to their performance as members of the profession. In order to assure that the programs will reflect the needs of local teachers and students, teachers must have the decisive voice at every stage of planning, implementation, and evaluation. (76)

★**C-6. Competency-Based Teacher Education Programs**—The National Education Association believes that competent teachers employ the most appropriate processes known for the promotion of learning. The Association also believes that competency-based programs for pre- and in-service teacher education and teacher evaluation must be based on many factors, some of which the teacher cannot control. It opposes models that prescribe single, limited definitions of competence, which reduce the process of teaching to mechanical, nonprofessional acts or which seek to measure teacher competence on the basis of student achievement.

The Association believes that competency-based programs should not be implemented that do not first provide for carefully controlled research and development to assure validity and reliability that indicate that such programs are an improvement over present programs. Teachers must be involved in such research and development. (74)

★**C-7. Teacher Exchange Programs**—The National Education Association believes that education will benefit if teachers participate in exchange programs in various cultural, educational, and geographic environments.

The Association encourages its affiliates to cooperate with governing boards to develop voluntary exchange teacher programs within and among the states, and among schools of federal agencies within and outside the United States, and abroad. (74)

★**C-8. Misuse of Interns**—The National Education Association and its affiliates will resist all attempts to reduce the quality of education through the practice of using interns to supplant professional staff.

The Association believes that the internship is to be utilized solely as an avenue for the development of professional expertise and not as a means for the reduction of educational staff and/or budgets.

The Association will assist affiliates in correcting the misuse of intern programs. (77)

★**C-9. Criteria for Certification and License**—The National Education Association believes that no single criterion should be used for determining who should study for and be licensed in the teaching profession. A broad range of multiple determiners should be used, including professional judgments of the candidate's instructors, samples of the candidate's work, and evaluation of his/her working relationships with students and teachers.

The Association supports rigorous and relevant evaluation in selecting and preparing teachers and believes that teaching practitioners and student teachers must be fully involved in determining what the criteria should be. The Association is convinced that no test now in existence is satisfactory for use as one of the criteria. (77)

★**C-10. Mandated Standards for Educational Programs**—The National Education Association believes that standards for educational programs mandated by any governmental body should be established in consultation with the majority teachers' organization and must be accompanied by a guarantee of adequate resources, including staffing, made available to the teacher and the school system to meet these standards.

The Association also believes that any state-mandated standards should set no more than broad, general curricular guidelines and should not be based on student achievement. (77)

★**C-11. Impact of Federal and State Legislative Mandates**—The National Education Association believes that federal and state legislative mandates regarding school programs should include teacher impact statements. These statements should include, but not be limited to, defining the impact of such mandates on—

a. Teaching resources and the personnel necessary to implement them.

b. Teacher in-service and training.

c. Teacher work load and additional compensation.

d. Priorities within the curriculum.

e. Written report requirements. (79)

★**C-12. School Libraries***—The National Education Association believes that a comprehensive library/media program, including printed and nonprinted resource materials, and a librarian should be provided for each elementary and secondary school. (80)

New resolution.

D. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF THE TEACHER IN THE LEARNING PROCESS

D-1. Selection of Materials and Teaching Techniques—The National Education Association believes that decisions on which school learning experiences and teaching techniques will develop a student's talents are best made by a teacher who knows the learner. Teaching quality depends on freedom to make such decisions. Teachers must select instructional materials without censorship. Challenges of the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations which restrict the selection of a diversity of instructional materials or which limit educators in the selection of such materials. (69, 71, 75)

D-2. Cultural Diversity in Instructional Materials and Processes—The National Education Association believes that educational materials and processes should portray our cultural diversity and the contributions of ethnic minority groups. Ethnic minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitude and recommendations from various segments of the literary world. The Association also acknowledges that many contemporary texts related to ethnic minority groups do not portray realistically their lifestyles but convey a negative self-concept to ethnic minority students.

The Association believes that educators should adopt and use only those basal texts and other educational materials that include accurate portrayals of the role of ethnic minorities in the past, present, and future educational processes. (69, 72, 73, 75)

D-3. Academic Freedom—The National Education Association believes that academic and professional freedom is essential to the teaching profession. Controversial issues should be a part of instructional programs when judgment of the professional staff deems the issues appropriate to the curriculum and to the maturity level of the student. Academic freedom is the right of the learner and his/her teachers to explore, present, and discuss divergent points of view in the quest for knowledge and truth.

Professional freedom includes the teacher's right to evaluate, to criticize, and to advocate his/her personal point of view concerning the policies and programs of the schools. The teacher also has the right to assist colleagues when their academic or professional freedom is violated. (69)

E. PROTECT THE RIGHTS OF EDUCATORS AND ADVANCE THEIR INTERESTS AND WELFARE

E-1. Bargaining Rights*—The National Education Association believes that the attainment and exercise of bargaining rights are essential to the promotion of teacher and student needs in society. The Association demands that these rights be advocated where they are now abridged and strengthened where they are now secured. (80)

New resolution.

E-2. Physical Environment for Education—The National Education Association believes that the physical environment for education must keep pace with the growth in the number of students and the changes in methods of teaching and of presenting instructional materials. Schools must be safe, healthful, and attractive. Instructional space must be flexible. Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students. (69, 77, 79)

E-3. Professional Salaries—The National Education Association believes that salary policies should be based on clearly defined factors that are applicable to salaries for all professional services. Extra duties performed by educators should be on a voluntary basis and should be accompanied by extra-duty pay.

The Association believes that instructional performance pay schedules, such as merit pay, are inappropriate because of the complexity of the teaching-learning process.

The Association also believes that local affiliates can best promote the economic welfare of all educators by following the salary standards developed at the state and national levels. (69, 70, 72, 73, 74, 75, 79)

E-4. Basic Benefits*—The National Education Association believes that school systems must provide basic benefits including, but not limited to, the following:

a. Comprehensive health insurance

b. Sick leave, with unlimited accumulation

c. Personal leave

d. Maternity/paternity leave

e. Sabbatical leave

f. Paid professional leave

g. Paid association leave

h. Workmen's Compensation

i. Life insurance

j. Severance pay

k. Tuition reimbursement

l. Personal assault protection

m. Long-term disability insurance

n. Benefit extension for laid-off employees

o. Religious leave.

The Association also believes that the basic benefits of comprehensive health insurance, life insurance, and long-term disability insurance should be provided for educational staff members on official leave of absence or maternity/paternity leave. (79, 80)

Added new last paragraph.

E-5. Fringe Benefits—The National Education Association believes that school systems must provide fringe benefits to ensure the personal welfare of school personnel and their dependents. (69, 76, 77)

E-6. Tax Deductions for Professional Expenses—The National Education Association believes that educators must continuously develop professionally and that expenses incurred to do so are professional expenses and must be uniformly deductible, as an adjustment, from gross income in the computation of federal and state income taxes. Included in such deductible expenses are those incurred on sabbatical leave or for educational travel for the maintenance and improvement of teaching skills, and those incurred by maintaining an office in the educator's home. (69, 74, 76, 78)

E-7. Teacher Retirement—The National Education Association shall provide leadership in teacher retirement and believes that state and local retirement systems and programs should include—

a. Boards of trustees, the majority of which are elected by and from the membership.

b. Actuarial and investment policies that produce sound financing.

c. Annual independent review and audit.

d. Full vesting after not more than 5 years of service.

e. Provisions permitting the purchase of at least 10 years of teaching credit earned while a member of another retirement system and credit for leaves for maternity/paternity.

f. Normal retirement of at least 50 percent of the highest single year's rate of salary after 20 years of creditable service, where actuarially sound, and with destacking provisions; voluntary retirement under these provisions.

g. Eligibility for disability benefits after 5 years of service.

h. Automatic cost-of-living increases to retirees and beneficiaries.

i. A joint federal-state program to provide those who have taught in two or more states, or in the Overseas Dependents School System, or other government schools, with benefits substantially the same as they would receive if they retired after a career in one state.

Affiliates' support of state statutes compatible with the proposed federal Mobile Teachers Retirement Assistance Act or any program providing comparable portability coverage and Association assistance in preparing and promoting such legislation.

j. Full federal funding and equitable administration in the granting of teacher retirement credit for military service.

k. Nondiscrimination on the basis of sex or marital status.

l. Retirement credit for unused sick leave.

m. All compensation, including extra-duty pay, in computing retirement benefits.

n. Benefits not reduced by other sources of income, including Social Security benefits.

o. Preretirement counseling.

p. Retirement housing facilities for teachers.

q. Teachers' contributions and benefits that are not subject to federal income taxation.

r. Internal Revenue Service rules and regulations which are not discriminatory.

s. Annual financial statement distributed to all members.

t. Tax-sheltered annuity and deferred compensation plans with a broad choice of programs that would be available to all members. (69, 72, 73, 74, 75, 76, 77, 78, 79)

E-8. Social Security—The National Education Association believes that Social Security should be available to eligible teachers where desired, but shall not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

The Association also believes that teachers who are presently covered under Social Security should strive to remain in the program. It insists on a referendum that would require a majority of affirmative votes of those eligible to vote before a governmental agency files notice to withdraw from the program. If the employee organization votes against withdrawal, cooperative educational and legislative campaigns to forestall withdrawal should be organized and coordinated with other public employee groups.

The Association urges the reform of Social Security laws to eliminate offset provisions that are discriminatory and discrimination based on sex, marital status, or time of retirement and to reduce the retirement age. No benefit promised or no benefit for which money has been collected should be withdrawn without adequate replacement.

The Association further believes that Social Security retirement and survivor benefits should be based upon the Social Security program and Social Security taxes. Health and disability programs should be removed from the Social Security program and financed from general tax revenues. (77, 78)

E-9. Teachers in the Civil Service Retirement System—The National Education Association believes that the retirement program for teachers in the Bureau of Indian Affairs; Health, Education, and Welfare; Department of Defense Dependent Schools; and Department of Defense Section Six schools should remain in the Civil Service Retirement System and should not be merged with the Social Security system. (79)

E-10. Nondiscriminatory Personnel Policies/Affirmative Action*—The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, or retired because of race, color, national origin, religious beliefs, residence, physical disability, political activities, professional association activity, age, marital status, family relationship, sex, or sexual orientation.

The Association urges the development and implementation of affirmative action plans and procedures that will encourage employment of women in administrative positions, minorities at all levels, and men in the classroom at the elementary and preschool levels.

It may be necessary to give preference in the hiring, retention, and promotion policies to certain racial groups or women or men to overcome past discrimination. (69, 71, 72, 73, 74, 75, 77, 80)

Changed second paragraph by "women in administrative positions, minorities at all levels, and men . . .".

E-11. Collective Bargaining and Grievance Procedures—The National Education Association believes in the necessity of a teachers' federal collective bargaining law that will not weaken any state or local bargaining laws currently in effect. The Association also demands that all state and local governing bodies bargain collectively with all public employees.

The Association further believes that local affiliates and governing boards must negotiate written master contracts. Such contracts shall result from negotiation in good faith between associations and governing boards, through representatives of their choosing, to establish, maintain, protect, and improve terms and conditions for professional service and other matters of concern, including a provision for agency shop.

Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

The Association also recommends that state affiliates seek statutory penalties for governing boards that do not bargain in good faith or do not comply with negotiated contracts. (69, 70, 71, 72, 73, 75, 76, 79)

E-12. Written Personnel Policies and Procedures—The National Education Association insists that personnel policies and procedures be written and be developed cooperatively by local associations and their local boards of education or appropriate governing bodies. The Association further insists on a cooperative review for improvement of the personnel policies and procedures. Where it exists, improvements will be made through the negotiation process. (69, 72, 78, 79)

E-13. Continuing Employment and Fair Dismissal Practices—The National Education Association believes that federal and state laws must provide for the continuing employment of educators.

The Association also believes that laws and master contracts must afford educators adequate written notice of hearing, including charges; representation by legal counsel with the right to cross-examine witnesses and present evidence; and a decision rendered by an impartial decision maker before demotion, dismissal, or nonrenewal of contract. Upon consolidation or separation of school districts, tenure, salary, and fringe benefits shall be no less favorable than any in effect prior to reorganization.

The Association opposes tenure quotas. (69, 70, 74, 77, 78)

E-14. Privileged Communications — The National Education Association believes that communications between certificated personnel and students must be legally privileged. It urges the united teaching organization to seek legislation that provides this privilege and protects both educators and students. (74, 75)

E-15. Strikes*—The National Education Association denounces the practice of keeping schools open during a strike. It believes that when a teacher picket line is established by the authorized bargaining unit, crossing it is strikebreaking. This unprofessional act jeopardizes the welfare of teachers and the educational process.

The Association also believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends several procedures to be used in resolution of impasse, such as mediation, fact-finding, binding arbitration, political action, and strike, if conditions make it impossible for teachers to provide quality education. In the event of a strike by professional employees, extracurricular and cocurricular activities must cease. Appropriate teacher training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency certification or placement practices that constitute strikebreaking.

The Association condemns the use of the *ex parte* injunction; the jailing of teachers; excessive bail; firing of teachers; fines; decertification of an organization as the bargaining agent; loss of association rights; and the revocation or suspension of tenure, certification, and retirement benefits in school work stoppages. The Association urges the state and federal governments to enact, where they do not exist, statutes guaranteeing teachers due process of the law when a work stoppage occurs, including the right to present their case to the state or courts, before back-to-work orders are issued. (69, 70, 71, 73, 74, 75, 76, 77, 79, 80)

In first paragraph place a period after "strikebreaking." Delete "and professional and" and substitute "This unprofessional act." In last paragraph insert "loss of association rights;" after "bargaining agent."

E-16. Noninstructional Aides and Auxiliary Personnel*—The National Education Association urges local school systems to provide classroom teachers with a supportive staff to free the teacher from nonteaching duties. The Association also urges its affiliates and local school systems to become involved in the selection, orientation, training, and evaluation of noninstructional aides and auxiliary personnel. It further believes that appropriate in-service programs for noninstructional staff must be provided by the school district.

The Association calls upon its local affiliates to resist efforts by school boards to use the employment of noninstructional aides and auxiliary personnel as an excuse to increase class size. It insists that noninstructional aides be used only for noninstructional assistance to the classroom teacher. (69, 70, 72, 76, 79, 80)

Add new third sentence to first paragraph. Delete third paragraph.

E-17. Differentiated Staffing—The National Education Association believes that no differentiated staffing plan should be undertaken or continued unless—

a. Local affiliates act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing.

b. The responsibilities of certificated and noncertificated staff are defined by certificated staff.

c. The community is kept informed and its cooperation sought.

d. Funding is at a level to ensure the maintenance of constructive teaching loads and adherence to the Association's principles for professional salaries.

The Association is aware of the misuse of differentiated staffing plans and will assist its affiliates in correcting such abuse. (69, 79)

★**E-18. Salary Goals**—The National Education Association insists that a professional salary schedule for faculty members should—

a. Be based upon preparation, experience, professional growth, and length of service.

b. Have structural continuity through the use of an index or percentage guide.

c. Be revised by methods that prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials.

d. Provide scheduled minimum salaries which are competitive with beginning salaries paid to college graduates entering business and industry and adjusted annually through negotiated contracts which result in a doubling of the current annual minimum salary within 10 years of faculty experience.

e. Provide a differential of 15 percent or more between the scheduled minimum salary for the bachelor's degree and master's degree scales.

f. Have automatic annual increments for experience which are in no case less than 10 percent of the bachelor's degree minimum.

g. Establish salary credit for intermediate preparation levels between full year schedules to encourage academic advancement.

h. Assure that initial placement, advancement on the salary schedule, and promotions are based on objective criteria to eliminate the disparities which currently exist among faculty members of comparable preparation, experience, and length of service.

i. Place newly appointed faculty on step according to their teaching experience, allowing full credit for all previous service.

j. Be applied in actual practice in an equitable manner so that teachers are not penalized in changing assignments.

k. Assure that salary paid for summer, continuing education programs, extended contracts, and extra duty is not less than the rate for regular contract pay.

l. Permit no discrimination as to grade or subject taught, residence, creed, race, sex, marital status, or number of dependents.

m. Be developed through the process of collective bargaining.

n. Compare favorably with income in other professions and occupations of comparable preparation and responsibility.

o. Include a cost-of-living adjustment, based upon the consumer price index, which is in addition to the regular pay scale and payable to the employee.

p. Define *salary increase* to mean the exact monetary differential between the existing salary schedule and the proposed salary schedule, exclusive of incremental adjustments, and all basic benefits.

The Association further urges its affiliates to seek the repeal of laws limiting maximum salaries for educators. (69)

★**E-19. Access to Copyrighted Instructional Materials**—The National Education Association believes that maximum access to teaching materials is of vital concern to every teacher. It recognizes that the present copyright law provides for two parallel sets of rights—the rights of those who create such materials to profit from their efforts and the rights of those who teach to use those materials in teaching.

The Association insists that the public interest requires that the copyright law include an expanded "not-for-profit" clause coupled with a fair use provision to guarantee to teachers and educational institutions use of copyrighted materials, recognizing a limited right to copy and record such materials for nonprofit educational purposes, including educational broadcasting and technology. It believes that tapes of commercial television programs should be permitted when used for classroom purposes.

The Association further insists that the duration of copyright not be extended beyond the present term of 28 years with a 28-year renewal period. (69)

★**E-20. Accountability and Assessment**—The National Education Association recognizes that the term *accountability*, as applied to public education, is subject to varied interpretations. The Association maintains that educational excellence for each child is the objective of the education system. The Association believes that classroom teachers can be accountable only to the degree that they share responsibility in educational decision making and to the degree that other parties who share this responsibility—legislators, other government officials, school boards, administrators, parents, students, and taxpayers—are also held accountable.

The Association believes that there should be no single or statewide accountability system. It will resist any attempt to transform assessment results into a national or state testing program that would seek to measure all students, teachers, or school systems by a single standard and thereby impose upon them a single program, rather than providing opportunities for multiple programs and objectives. The Association believes that specific behavioral objectives should not be used as course objectives, nor as a basis for determining accountability.

The Association opposes the unquestioned pursuit of behavioral objectives and insists upon—

a. A critical examination of the effects of use of behavioral objectives.

b. The identification of areas where behavioral objectives are useful but not harmful.

c. The acceptance of alternative statements of objectives.

d. Recognition that evidence of learning is not always available upon request or demand.

e. Recognition that performance criteria are not always uniformly or universally applicable to a given population. (71)

★**E-21. Recording Devices in Schools**—The National Education Association insists that the recording or electronic surveillance of the work of any educator without that person's permission must be prohibited. Any subsequent use of a recording or information obtained by electronic surveillance must have the educator's permission. (74)

★**E-22. Education in the Bureau of Indian Affairs**—The National Education Association supports the efforts of the National Council of Bureau of Indian Affairs Educators to achieve quality education for Indian children. The Association urges and will support a change in BIA policies to provide BIA teachers the rights accorded other educators. (71)

★**E-23. Protection of School Personnel***—The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws that guarantee the safety of educators and other school personnel from physical attacks on their persons or property, and that provide reimbursement for loss. In no event shall time lost due to injury caused by such physical attacks be deducted from the teacher's accumulated sick leave.

The Association will also develop guidelines for action leading to prevention of verbal abuse or harassment, including sexual harassment, of educators and other school personnel by any individuals. Educators must take the responsibility to call attention to such cases so that appropriate action may be taken.

The Association believes that when school personnel are the victims of physical attack, verbal abuse, sexual or other harassment, or theft, they should receive the full support of their employer in pursuing legal and other remedies.

The Association further believes that the local association must have the right to reflect the concerns of the profession at a student suspension or expulsion hearing.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools. (70)

Include concept of "sexual harassment" in second and third paragraphs.

★**E-24. Protection of Teacher Advocates**—The National Education Association believes in the fundamental right of teachers and all school employees to organize in their own self-interest and to speak out in defense of teachers, other school employees, students, and parents without fear of reprisal.

The Association condemns those boards of education, administrators, and public officials who attempt to fire, demote, transfer, or give punitive assignment to school staff members for their leadership in school employee organizations or their forthrightness in questioning apparent violations of their terms of employment. Such actions are an affront to the dignity of all school employees and a desecration of the principles of a democratic education system.

The Association also believes that school administrators, boards of education, and other public officials should respect the dignity of school personnel and reaffirm the rights of citizens to organize through representatives of their own choosing as

well as their rights to exercise all other constitutional guarantees.

The Association insists that local governing boards and administrators respect the right of Association members to use school property, such as teacher message boxes and meeting rooms, for communication without censorship, prior restraint, or other interference.

The Association shall pursue every recourse to achieve redress of wrongs done to school employees and work for guarantees assuring school employees that reasonable pursuit of their representational responsibilities will cause them neither intimidation, harassment, nor loss of employment. (76)

★**E-25. Employment in Overseas Dependents Schools**—The National Education Association believes that the overseas dependents schools operated by the Department of Defense should adopt employment practices consistent with federal legislation and with the Association's established policies.

The Association believes that all teachers should share equal responsibilities and that equal rights, benefits, and entitlements should be accorded to all teachers who are employed overseas. (71)

★**E-26. Unemployment Compensation**—The National Education Association supports the inclusion of educators in unemployment compensation legislation at the state and federal levels. (72)

★**E-27. Assignment of Substitutes**—The National Education Association condemns the practice of assigning substitute teachers to regular teacher positions. Such positions should be filled by available certificated teachers who are eligible to be placed on contractual status by the school district. The Association condemns the practice of utilizing certificated teachers to substitute for personnel on extended leave, without providing full pay plus basic and fringe benefits for the substitute. (75)

★**E-28. Summer School, Extended School Year, and Year-Round Schools**—The National Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of summer school, the extended school year, and year-around schools. Policies governing summer school, the extended school year, and year-round schools must be in accordance with the Association's principles for professional salaries and class size. Employment in these programs must be on a voluntary basis. (75)

★**E-29. Underutilization of Teachers**—The National Education Association condemns the underutilization of teachers in the nation's schools, which has resulted in unemployment among professional educators at a time when the need for intensifying public education and reeducation has reached crisis proportions. (75)

★**E-30 Reduction in Force***—The National Education Association believes that one of its basic responsibilities is job security and urges its affiliates to negotiate in master contracts criteria to be utilized should reduction in force (RIF) occur. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application, and affirmative action. Contracts should establish recall procedures that provide priority job opportunities on a seniority basis to teachers unemployed because of reductions in force. Neighboring districts are encouraged to establish jointly such procedures on a regional basis that would provide priority hiring of laid-off teachers.

The Association urges local affiliates to negotiate RIF policies that exclude performance evaluation from consideration in the reduction-in-force process.

It must be recognized that reduction of supportive staff and special staff and nonreplacement of retiring and other resigning teachers are both forms of reduction in force. (75)

New penultimate paragraph.

★**E-31. Right to Privacy**—The National Education Association believes that teachers should be guaranteed rights of privacy equivalent to those afforded students and parents under federal legislation. These rights must include—

a. The right to access to materials in personnel files, which includes being provided a list of all records maintained by an educational institution; being able to inspect and review such records; obtaining copies of records, explanations, and interpretations of such records, and a record of past accesses.

b. The right to access to records, to respond to any record, and to challenge records through formal or informal hearings.

c. The right to provide or withhold consent on the release of such records, including the right to receive copies of released materials and to purge inaccurate, misleading, and distorted materials.

d. The right to notification and enforcement of these rights by educational institutions. (75)

★**E-32. Educators and National Service**—The National Education Association believes that an educator whose career is interrupted because he/she is called to active service by the National Guard or the reserves, or who fulfills a statutory military obligation, should be guaranteed reemployment and other benefits that would accrue if the educator continued in a position with the school system, such as continued tenure, salary increments, and service credit toward retirement. (75)

★**E-33. Protection of Retirement System Assets and Earned Benefits**—The National Education Association believes that retirement system assets can be invested in all types of investments. Equal consideration should be given to probable income and probable safety of the capital. All retirement benefits earned by teachers should under the law be payable to such teachers. Every effort should be made to maintain or improve existing retirement benefits. No person participating in a retirement system should be forced to accept any reduction in benefits below those that were in force at the time of initial enrollment. The retirement benefits are earned and, therefore, inviolate.

The Association is aware of incursions on retirement system assets by state and municipal governments. Such incursions involve either a misuse of assets or the failure to appropriate required funds to the system. Both practices result in increasing accrued liabilities, which reduce the financial soundness of the system and jeopardize the security of teacher retirement benefits.

The Association believes that these incursions on retirement systems can best be prevented by the passage of preventive federal and/or state legislation. (76)

★**E-34. Save Harmless/Teacher Liability**—The National Education Association believes that whenever any civil action has been or shall be brought against any person holding any office, position, or employment under the jurisdiction of any board of education, including student teaching, for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment, or student teaching, the board shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom; and said board may arrange for and maintain appropriate insurance to cover all such damages, losses, and expenses.

The Association also believes that should any criminal action be instituted against any such person for any such act or omission and should such proceeding be dismissed or result in a final disposition in favor of such person, the board of education shall reimburse that person for the cost of defending such proceeding, including reasonable counsel fees and expenses of the original hearing or trial and all appeals. (76)

★**E-35. Misuse of Part-Time Faculty**—The National Education Association believes that part-time faculty should be employed only when an educational program requires specialized training or expertise not available in the full-time faculty and when the need for such training and expertise does not justify more than half-time employment. Part-time faculty should receive the same salary and fringe benefits as full-time faculty prorated according to the work load. The Association also believes that part-time faculty should not be employed for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time faculty positions. (76)

★**E-36. Noninstructional Support Staff**—The National Education Association believes that greater emphasis must be placed upon securing and maintaining the most capable noninstructional support staff, such as secretaries, clerks, custodians, cafeteria workers, and playground supervisors. The Association recognizes that the noninstructional staff shares the same community of interest with the professional staff. The Association urges that salaries and benefits for the noninstructional staff be competitive with those for similar positions in private industry and business within the geographic area. (77)

★**E-37. Health Examinations*** — The National Education Association opposes the imposition of physical and mental examinations by local school authorities for the purpose of harassment of educators.

The Association urges its local affiliates to develop, in cooperation with the local school authorities, guidelines to determine under what circumstances a physical or mental examination of certificated personnel might be deemed necessary.

The Association believes that the costs of any required physical or mental diagnostic procedure should be incurred by the federal, state, or local agency that requires such procedure and that the educator be guaranteed the right to select his or her own physician. (77)

Substitute "educators" for "teachers" in first paragraph. In third paragraph delete period and add "and that the educator . . .".

★**E-38. Higher Education Bargaining**—The National Education Association is opposed to the designation of the executive branch of the state government as the college and university employer for purposes of collective bargaining.

The Association shall seek, as a condition for federal funding, that the boards of colleges and universities remain as independent agencies, apart from the executive branch of government. (77)

★**E-39. Medication in Schools***—The National Education Association urges its affiliates to establish procedures for students who must use prescribed medication or who need other medical services during school hours. Procedures should provide that—

a. Only medical personnel should be required to administer such medication or perform such services.

b. A physician's written verification of the student's need for medication or services be required.

c. Written permission of the parent or guardian be required.

d. Proper storage of the medication be available.

The Association also urges its affiliates to work for legislation that will protect school personnel from all liability when the adopted procedure is followed and if school personnel refuse to administer medication under any other circumstances. (77)

Substituted new first paragraph.

★**E-40. Transportation Liability Insurance**—The National Education Association urges its affiliates to seek the enactment of state and local legislation that would require local school systems to provide and to incur the expense of transportation liability insurance for teachers who are requested or required to transport students by private vehicle for any school-related function. (78)

★**E-41. Wage Controls**—The National Education Association is opposed to the imposition of wage controls, voluntary or mandatory, that place public employees in an economic position inferior to that of employees in other sectors of the economy. (79)

★**E-42. Stress on Teachers and Other School Personnel**—The National Education Association believes that the dynamics of our society and increased public demands on education have produced adverse and stressful classroom and school conditions. These conditions have led to increased emotional and physical disabilities among teachers and other school personnel.

The Association urges its local affiliates, in cooperation with local school authorities, to develop stress management programs that will facilitate the recognition, prevention, and treatment of stress-related problems.

The Association further urges that the harmful effects of stress on teachers and other school personnel be recognized, and it demands procedures that will ensure confidentiality and treatment without personal jeopardy. (79)

F. SECURE PROFESSIONAL AUTONOMY

F-1. Professional Autonomy—The National Education Association believes the profession must govern itself. The Association also believes that each state should have a professional standards board, with a majority of K-12 public school classroom teachers. Professional standards boards should have the legal responsibility for determining policy and procedures for teacher certification, approval of teacher certification, approval of teacher preparation programs, recognition of national accreditation of preparation programs, and programs designed to improve teacher education. (69, 75)

F-2. Accreditation of Teacher Preparation Institutions*—The National Education Association believes in the importance of national accreditation for all teacher preparation institutions and supports the concept that a single national nongovernmental agency perform this function.

The national agency must be broadly representative of the teaching profession and the preprofession and must include students preparing to teach and equitable representation of K-12 teachers in all matters of policy and function. (69, 72, 73, 76, 80)

Moved to Section F from C-3.

G. UNITE EDUCATORS FOR EFFECTIVE CITIZENSHIP

G-1. The Educator as a Citizen—The National Education Association believes that every educator has the right and obligation to be an informed and politically active citizen. It further believes that, as private citizens, educators have the right to express their personal viewpoints in public without fear of censorship or intimidation. It supports voter education to alert new voters to voting laws and procedures and key political issues. It urges local affiliates to seek written governing board policies to guarantee educators their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office. Provisions should be made to enable educators to serve in public office without curtailment of annual increments, tenure, retirement, or seniority rights, or to serve on jury duty without personal financial loss.

Major decisions affecting schools and colleges are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of educators to involve themselves in the selection, election, and reelection of qualified, committed candidates who support goals that will provide quality education. (69, 72, 76, 79)

G-2. The Right To Know*—The National Education Association recognizes that the survival of a constitutional representative democracy is inherently dependent upon an informed electorate. Open meeting and public disclosure laws are essential to permit the monitoring of governmental actions.

The Association therefore commits itself to protect the right of its members, both as voters and as educators of future voters, to be informed by their government to the fullest extent on all domestic and foreign policy, duly observing obvious national security interests. (72)

Moved to continuing.

★**G-3. One-Person—One-Vote** — The National Education Association believes that the principle of one-person—one-vote must apply at all levels of government including the election of the President of the United States.

The Association urges its affiliates to promote the ratification of the amendment to the U.S. Constitution that would provide for full representation of the District of Columbia in the Congress of the United States. (69)

H. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

H-1. Integration in the Public Schools*—The National Education Association believes it is imperative that full integration of the nation's schools be effected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices such as geographic realignment, pairing of schools, grade pairing, satellite, and magnet schools. Some arrangements may require busing of students in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association will assist its affiliates to assure that educators, parents, and students are involved in the development of plans designed to achieve integration. It urges state and federal agencies to provide funds necessary to implement integration programs, including funds for student transportation. The Association also urges participation in citizen advisory committees consisting of teachers, parents, representatives of community organizations, business, clergy, media, and ethnic representatives in developing and implementing student desegregation plans.

The Association opposes any attempts to delay or impede implementation of desegregation orders.

The Association will continue to oppose vigorously the systematic displacement or demotion of minority teachers and administrators to achieve integration. It also opposes actions of boards of education to finance integration plans through reduction of school staff. (69, 70, 74, 77, 80)

Add new penultimate paragraph (old Desegregation Delay resolution), and substitute "minority" for "black" in first sentence of last paragraph.

H-2. Human Relations in the School—The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for—

a. School recruitment policies that will ensure culturally diverse certificated and support staffs.

b. Appropriate classroom and other student-related activities.

c. The development of ways to improve police-community and student-police relations through the joint efforts of school, community, and law enforcement agencies.

d. The reduction of the ratio of students to certificated staff to the level teachers determine to be essential to improved learning.

e. Further research and development of ways to identify and educate personnel who exhibit prejudiced behavior detrimental to the school environment.

f. The training of police in behavioral sciences, sociology, and human relations. (72, 76, 79)

H-3. Martin Luther King Day—The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations urge their governors to proclaim January 15 as "Martin Luther King, Jr., Day." The Association calls upon the President of the United States to proclaim January 15 a national holiday. The Association encourages its affiliates and all school systems to plan observances of this date that will promote goodwill among all persons. (69, 70, 75)

H-4. Fair Housing—The National Education Association believes that all citizens should be free to reside in the communities of their choice. Local affiliates should lead in breaking down barriers that limit this freedom. The Association opposes the lending practice of "redlining" and urges affiliates to work toward its elimination. (69, 73, 76)

H-5. Equal Opportunity for Women—The National Education Association insists that all persons, regardless of sex, be given equal opportunity for employment, promotion, compensation, and leadership in all activities.

The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which states: "Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex." The Association urges its affiliates to support ratification of the amendment. It also supports the enactment and full funding of the Women's Education Equity Act.

The Association believes that the Equal Employment Opportunity Commission must have "cease and desist" authority to act in all cases of discrimination based on race, creed, color, national origin, and sex.

The Association urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, and compensation. Personnel policies must include maternity leave; paternity leave; leave for adoption of a child; child-care leave; and professional leave, which encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association further urges professional associations at all levels to adopt policies that ensure women equal access to elective, appointive, and staff positions.

The Association urges the establishment of Women's Education Committees in local and state associations as a vehicle for implementation of equal opportunity for women.

The Association believes that sexism and sex discrimination must be eliminated from the curriculum.

The Association endorses the use of nonsexist language by the united teaching organization.

The Association supports the United States Supreme Court decisions that guarantee reproductive freedom to all women. The Association urges all branches of federal, state, and local governments to give high priority to complying with these Supreme Court decisions and to making available all methods of family planning to women unable to take advantage of private facilities. (69, 71, 72, 73, 74, 78)

H-6. Civil Rights*—The National Education Association is committed to the achievement of a totally integrated society and calls upon Americans to eliminate by statute and practice barriers of race, national origin, religion, sex, sexual orientation, age, handicap, and economic status that prevent some individuals, adult or juvenile, from exercising rights that are enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgement of human and civil rights. Individuals, adult or juvenile, must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society. (69, 70, 72, 77, 80)

Substitute "individuals, adult or juvenile," in place of "citizens" in first and third sentences.

H-7. Institutional Discrimination—The National Education Association shall not participate in programs sponsored by any organization and/or its auxiliary that deny membership to certain segments of our society on the basis of race, creed, sex, or ethnic background when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations, and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association further urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses and to encourage their students to assess their relationship to such organizations. (74, 79)

H-8. World Peace—The National Education Association recognizes the interdependence of all peoples and urges that the United States make every effort to strengthen the United Nations to make it a more effective instrument for world peace.

The Association supports the 1948 United Nations resolution relating to genocide and promotes the rights of all people by exposing the horrors of war, racism, and genocide.

The Association urges its affiliates and members to implement its commitment to world peace founded on genuine respect for and understanding of individual and cultural diversity, and to develop programs, including the study of additional languages, which promote the ideals of peace, freedom, and human dignity.

The Association believes the methods of peace are superior to the methods of war and in this nuclear age may be basic to the survival of civilization.

The Association urges that the nations of the world, through cooperative talks, develop treaties and disarmament agreements that reduce the danger of nuclear war and free resources for important domestic problems. (73, 79)

H-9. Federal Support for Public Welfare—The National Education Association believes that the conditions which increase reliance on public welfare must be alleviated. It also believes that the costs and operation of public welfare should be assumed by the federal government and be based on standards of human dignity. (71, 79)

★**H-10. Student Testing**—The National Education Association recognizes that testing of students may be appropriate for such purposes as—

a. Diagnosing learning needs.

b. Prescribing instructional activities.

c. Measuring student progress in the curriculum content utilizing tests prepared or selected by the classroom teacher.

The Association opposes the use of tests that deny students full access to equal educational opportunities.

The Association opposes the use and will continue to seek the elimination of standardized tests, which are—

a. Damaging to a student's self-concept and contributory to the self-fulfilling prophecy whereby a student's achievement tends to fulfill the negative expectations held by others.

b. Biased against those who are economically disadvantaged or who are culturally and linguistically different.

c. Used as the only means for tracking students.

d. Invalid, unreliable, out-of-date, or restricted to the measurement of cognitive skills.

e. Used as a basis for the allocation of federal, state, or local funds.

f. Used by book publishers and testing companies to promote their financial interests rather than to improve measurement and instruction.

g. Used by the media as a basis for invidious public comparisons of student achievement test scores.

h. Used to test performance levels as a criterion for high school graduation.

i. Inappropriate for the use intended.

j. Used to evaluate teachers. (78)

★**H-11. Athletic Programs**—The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff must be equally allocated between female and male programs. (74)

★**H-12. Invasion of Privacy**—The National Education Association is alarmed at the increasing surveillance of individual citizens by private and governmental agencies and school authorities. The cross-filing and interchange by private and governmental agencies of computerized information includes prejudicial reports on citizens, including students and teachers, descriptions and geographic locations of individuals who petition for redress of grievances, and of those who are involved in civil rights activities.

The Association is opposed to such practices on the part of governmental and private agencies. It is committed to effect the immediate cessation of such surveillance and elimination of information obtained thereby. (70)

★**H-13. Voting Requirements** — The National Education Association urges its affiliates to seek legislation that will provide simplified absentee voting provisions for all elections and uniform registration requirements without restrictive residency provisions. (71)

★**H-14. Sectarian Practices in the School Program**—The National Education Association believes that the constitutional provisions on the establishment of and the free exercise of religion in the First Amendment require that there be no sectarian practices in the public school program.

The Association opposes the imposition of sectarian practices in the public school program and urges its affiliates to do the same. (78)

★**H-15. Physical Environment for Retirement**—The National Education Association condemns those policies and practices tolerated at the state and federal levels that result in poor medical care, physical and mental abuse, excessive pharmaceutical charges, inadequate dietary programs, deteriorating living quarters, and untrained staff for patients and residents of nursing and retirement homes.

The Association also supports legislation and consumer education to eliminate the use of unethical techniques, scare tactics, and misrepresentation to divest the retired and elderly of their financial resources.

The Association urges its affiliates to join in political action to bring about legislative and administrative reform at the state and national levels. (78)

★**H-16. Human Rights**—The National Education Association believes that the governments of all nations must respect and protect the basic human and civil rights of every individual.

The Association deplores the use of any action that limits or prohibits the free and responsible exercise of these rights. It calls on the world community of educators to lead in the effort to prevent any encroachment on basic civil and human rights.

The Association deplores the taking of human life in the name of political statement and stands opposed to terrorism, piracy, or any like act that endangers human life. (77)

★**H-17. Zionism**—The National Education Association has long been an advocate of the United Nations and has actively supported the many worthwhile activities of that body. The Association is appalled, however, by the action at the UN General Assembly in declaring Zionism a form of "racism and racial discrimination."

Zionism is a part of the Jewish people's struggle for a homeland. It has been a movement to save themselves from discrimination and eradication. It has been a symbol of the revival of the Jewish national life. One cannot forget the centuries of discrimination suffered by the Jewish people and the holocaust which led to the extermination of six million Jews.

The passage of the resolution is a profound error of judgment that equates Zionism with racism and racial discrimination and thereby threatens the state of Israel.

The Association is deeply committed to the elimination of racial and religious discrimination in all of its forms. It therefore deplores the UN General Assembly action which departs so radically from the ideals expressed in the organization's charter. The Association urges prompt repeal of the resolution. (76)

★**H-18. Minority Educators**—The National Education Association believes that multiracial teaching staffs are essential to the operation of nonsegregated schools. The Association deplores the current trend of diminishing numbers of minority, especially Black, educators.

The Association urges local and state affiliates and appropriate governing bodies and agencies to work to increase the number of minority teachers and administrators to a percentage at least equal to, but not limited to, the percentage of the minority in the general population. The Association further urges the Department of Defense Schools to take positive steps to recruit minority educators effectively. (79)

I. OBTAIN FOR ITS MEMBERS THE BENEFITS OF AN INDEPENDENT UNITED TEACHING PROFESSION

I-1. Strong Professional Associations—The National Education Association believes its status as an independent and professional organization is vital to its members and affiliates. This independence must be safeguarded in any alignments with other organizations. (74)

I-2. Membership Participation in Associations—The National Education Association believes that every educator has the right and obligation to participate fully in the professional association. It also believes that school policies should provide release time without loss of pay to educators fulfilling leadership responsibilities in professional organizations or attending professional meetings. (69, 70, 71, 74, 79)

I-3. Minority Participation in Associations—The National Education Association believes that at every phase of governance and on all decision-making levels of the united teaching organization there should be minority participation at least proportionate to the identified ethnic minority population of that geographic level.

Ethnic minorities should be included as candidates for positions at all levels. The Association should promote minority participation in program development and should employ minorities and women in staff positions.

The Association urges its affiliates to maintain the commitment to organizational policies and programs that promote the training and involvement of minorities at all levels of the organization.

The Association believes that there is a need for systematic evaluation of minority participation at all levels every two years and that these findings should be reported to the Representative Assembly. (72, 74, 79)

★**I-4. Appointments by the President of the United States***—The National Education Association believes that the needs of all Americans for education of the highest quality demand that criteria for Presidential appointments in the field of education be based on significant accomplishments in the educational community.

The Association requests that Presidential appointments of federal education officials be made only after screening and approval by a panel of professional educators established by the Association's Board of Directors. (70)

In first paragraph add a period after "community" and delete rest of paragraph.

★**I-5. Retired Teacher Participation**—The National Education Association believes that the united teaching organization should ensure that retired teachers are afforded the opportunity to gain input into association programs and activities at the national, state, and local levels. (76)

★**I-6. Supporting Locals in Jeopardy***—The National Education Association believes that direct and immediate assistance should be afforded to those affiliates of the united teaching organization membership that exist within highly concentrated AFT, independent locals, or National Association of Professional Educators territories. Large support is needed to effect ultimately the desired membership growth within the Association. The Association urges its affiliates to initiate programs which will strengthen and enhance the local organizational structure. Continuous communications and interinvolvement of the local, state, and national bodies are keys to the success of the local affiliates in building solid professional organizations.

The Association further urges that procedures be implemented to ensure members of its locals that are not the bargaining agent an effective means of processing and resolving grievances. (76)

Add new second paragraph.

from page 8

first person ever to take on this arduous task for a second time.

Headquarters for NEA's top elected leaders and several state delegations will be the Bonaventure Hotel at Fifth and Figueroa Streets, which is also the site of the annual Human and Civil Rights Awards Dinner and the Friendship Night Gala.

First-time delegates are urged to take advantage of the orientation session planned for 10:30 a.m. on July 2 on the Representative Assembly floor (Hall A).

As always, free bus service will shuttle delegates to and from the Los Angeles Convention Center, all official hotels, and the official campground.

Child care will be provided for preschoolers at a cost of $12 per day.

Handicapped delegates who need special equipment or services should contact their state convention coordinator immediately to make arrangements.

And when it's all over, delegates and their families have a choice of four post-convention tours departing from Los Angeles for Hawaii and Mexico. NEA Travel Services has details toll-free at 800-424-1050.

Day-by-Day Schedule

TUESDAY, JULY 1

9 a.m.—5 p.m.	Exhibits; campaigning begins
9 a.m.—5 p.m.	Delegate, successor delegate, nondelegate registration
9 a.m.—4 p.m.	Board of Directors meeting
1 p.m.—4 p.m.	Information-sharing session on teacher centers *(see page 5)*
6 p.m.—9 p.m.	Combined regional meetings (candidate presentations)

WEDNESDAY, JULY 2

7 a.m.—10 a.m.	State delegation meetings
9 a.m.—5 p.m.	Delegate, successor delegate, nondelegate registration
9 a.m.—5 p.m.	Exhibits
10:30 a.m.—12:30 p.m.	Orientation of new delegates
ALL DAY	Campaigning
1 p.m.—3 p.m.	Open hearing on budget
1 p.m.—3 p.m.	Open hearing on constitution, bylaws, and rules
3 p.m.—5 p.m.	Open hearing on resolutions
5 p.m.	Board of Directors meeting

THURSDAY, JULY 3

7 a.m.—9 a.m.	State delegation meetings
9 a.m.—5 p.m.	Nondelegate registration
9 a.m.—11 a.m.	Exhibits
ALL DAY	Campaigning
11 a.m.—5 p.m.	Representative Assembly
5 p.m.—6 p.m.	Meet the candidates
7:30 p.m.—1 a.m.	Friendship Night Gala

FRIDAY, JULY 4

7 a.m.—9 a.m.	State delegation meetings
7 a.m.—12 noon	Voting on amendments
9 a.m.—5 p.m.	Nondelegate registration
10 a.m.—5 p.m.	Representative Assembly
7 p.m.—11 p.m.	Human Rights Awards Dinner

SATURDAY, JULY 5

7 a.m.—9 a.m.	State delegation meetings
7 a.m.—12 noon	Voting for officers
9 a.m.—5 p.m.	Nondelegate registration
10 a.m.—8 p.m.	Representative Assembly

SUNDAY, JULY 6

7 a.m.—9 a.m.	State delegation meetings
7 a.m.—12 noon	Runoff elections (if necessary)
9 a.m.—12 noon	Nondelegate registration
10 a.m.—6 p.m.	Representative Assembly

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women

Preconvention conferences planned

...for minority delegates

Ethnic minority delegates to the NEA Representative Assembly are invited to arrive in Los Angeles early to attend a conference at the Hilton Hotel. Beginning at noon on Saturday, June 28, and ending at 2 p.m. on Sunday, June 29, the conference will provide an opportunity to focus on minority issues and concerns that may be confronted during the NEA annual meeting or elsewhere in the united teaching profession. Attendance will be limited to 700.

...and on women's issues

The NEA Women's Caucus announces a preconvention conference on women's issues, to begin at 7 p.m. Sunday, June 29, and end at 4 p.m. Tuesday, July 1, at the Biltmore Hotel in Los Angeles. The conference will offer training on multicultural sex equity issues facing NEA members. Attendance will be limited to 400.

Delegates will receive details and registration forms for both preconvention meetings in their official packets, to be mailed the first week of June. For further information on either conference, contact Lynette Johnson, NEA Teacher Rights (202/833-4267).

Human Rights Awards Dinner set for July 4 in Los Angeles

The 1980 Human and Civil Rights Awards Dinner will be held Friday, July 4, during the NEA annual meeting in Los Angeles.

The eight human rights awards to be presented are: the H. Councill Trenhom Memorial Awards—for advancing intergroup understanding within the education profession; the Carter G. Woodson Memorial Award—for promoting the observance of Afro-American History Month; the Rosena J. Willis Memorial Awards—for having the most effective state and most improved local human relations programs; the Leo Reano Memorial Award—for contributing most to First American education; the George I. Sanchez Memorial Award—for contributing most to the education of Hispanic Americans; the Award for Creative Leadership in Women's Rights—for advancing educational opportunity for women and girls; the Award for Leadership in Asian and Pacific Island Affairs—for advancing educational opportunity for Asians and Pacific Islanders in the U.S.; and the Whitney M. Young, Jr., Memorial Award—for enforcing equal employment opportunity and fair hiring practices.

The Irvamae Applegate Award for International Relations will be presented to a teacher who has furthered international understanding.

With the coupon at right, state affiliates may order both individual tickets and tables of 10 seats to keep their state delegations together during the dinner. Individual members may also use the coupon to buy tickets from their state associations or from NEA Teacher Rights.

FRIDAY, JULY 4, 1980: NEA Human and Civil Rights Awards Dinner, Bonaventure Hotel, Los Angeles, California

Last Name ____ First ____ Middle ____

Association ____

City ____ State ____

(   ) ____
Area Code ____ Telephone No. ____

I will order ________ blocks of 10 tickets to the dinner at $250.00 per block. Each block of 10 tickets represents one (1) table, seating 10 persons, for dinner.

and/or

I will order ________ tickets at $25.00 per ticket.

Enclosed is a (check/money order) in the amount of $________ which represents total payment for ________ tickets. Make checks/money orders payable to Teacher Rights. Mail to NEA, 1201 16th Street, N.W., Washington, DC 20036. Attn: Teacher Rights. For further information, contact Lynette Johnson at 202/833-4267.

Note: All tables are reserved and table numbers are printed on tickets. Guests will be seated by table number based upon the date of receipt. Early reservations will receive preferential seating. NO TABLES WILL BE RESERVED UNTIL CHECKS/MONEY ORDERS HAVE BEEN RECEIVED AND CLEARED. NO TICKETS WILL BE MAILED. ALL TICKETS WILL BE DISTRIBUTED AT THE TICKET BOOTH AT THE CONVENTION CENTER BEGINNING JUNE 30.

NEA affiliate

Associations regain bargaining rights as teachers oust AFT in New England...

STAMFORD, CONN.—"What it all boils down to is that NEA and its affiliates are the only *teachers'* organizations in the country," says Robert Davies, president of the Stamford Education Association, the NEA-Connecticut Education Association affiliate which unseated the local branch of the American Federation of Teachers (AFT, AFL-CIO) in an April representation election.

AFT had been the 1,270-member faculty's collective bargaining agent since 1975. "Stamford teachers got no help whatever from the AFT," Davies explains, "largely because the union is putting so much of its money into organizing nonschool workers."

The Association win here in the state's third largest city came just days before the 200 teachers in Clinton, Conn., ended a seven-year AFT reign as bargaining agent.

"The AFT spends less than a dollar a year per member defending teacher rights in legal actions; but it squandered over $1 million last year raiding unions of deputy sheriffs, hospital workers, and other nonschool people," says Education Association of Clinton President Lois Eagan. "It's nonsense."

At least 90,000 of the AFT's 420,000 members work entirely outside the field of education. The union amended its constitution in 1977 to permit the enrollment of anyone willing to pay dues, regardless of occupation.

The Association's back-to-back victories in Connecticut climaxed a school year that saw teachers in Massachusetts' second largest city return to NEA and the Massachusetts Teachers Association in October. The AFT had been the bargaining agent in Springfield for 10 years and had negotiated four contracts, each inferior to the one before.

Earlier in the fall, teachers in Proctor, Vt., and Alton, N.H., had also ejected the AFT. In each case, already inadequate union services had become even worse due to the AFT's emphasis on organizing nonschool workers.

"The AFT is on the verge of extinction in New England," comments Springfield Education Association President Janice Kisilus. "Teachers and other education personnel want to be part of organizations that believe 'education must be our number one priority.' To the AFT, teachers and schools are now just one of many concerns."

...and in the Midwest

EAU CLAIRE, WISC.—The 600 teachers here had been represented by the AFT for almost 40 years. This winter their local—the largest K-12 AFT affiliate in the state—voted to pull out and affiliate instead with NEA and the Wisconsin Education Association Council.

The debt-ridden AFT promptly laid claim to both the local's name and its treasury, so the ex-AFT members established a new Association local, which won bargaining rights in an April 16 election. Eau Claire Association of Educators President Noel Ness cites the Association's superior legal services, research, and general bargaining assistance as major reasons for the switch.

Meanwhile, in March, after 14 years of substandard representation by the AFT, the 250 teachers in Oak Park, Mich., voted for the NEA-Michigan Education Association because "we deserve better," Oak Park Education Association President Joe Opalinski explains.

Still another Association victory occurred in March in Oklahoma City. Like the NEA-Maryland State Teachers Association local in Baltimore in 1977, the AFT affiliate in Oklahoma's largest city had been decertified for conducting an "illegal" strike last fall. Unlike the NEA Baltimore group, however, the AFT urged Oklahoma City's 2,400 teachers to vote for "no representative" — that is, to forego bargaining—rather than to give the rival organization a chance to negotiate a new and better contract. The city's teachers soundly rejected the AFT's cynical and self-serving advice, reelecting the NEA-Oklahoma Education Association affiliate as their bargaining agent.

Mary Hepp, president of the Association of Classroom Teachers of Oklahoma City, recalls, "We had been bargaining agent prior to 1977, while AFT had been the 'out' organization, using a fertile imagination and a printing press to take pot shots at us. They promised anything, absolutely anything, to get the bargaining rights. If teachers yearned to hear it, they said it. They promised the moon—the quick solutions to all teachers' problems. They said 'give us a chance, give us a chance,' and when they got the chance they couldn't deliver. The teachers found out that there are no quick solutions, no easy answers."

Noting that the AFT strike has been widely described as "a monumental blunder," Hepp adds, "Our task now is to heal the wounds, to unite the teachers again, and to represent them in a strong, advocate way."

In all, Association locals representing almost 6,500 teachers around the country had regained negotiating rights from their AFT rivals by mid-April, and further "take-back" elections were pending in Connecticut, Florida, California, and elsewhere.

West Virginia: 'Never again!'

CHARLESTON—More than 7,000 angry West Virginia teachers walked out of their classrooms on March 21 and rallied near the state capitol. The West Virginia Education Association (WVEA) called the one-day walkout —the first ever in this state—to protest a $950 teacher pay raise approved in the final minutes of the 1980 legislature.

WVEA had sought a $3,000 salary hike. "We're told that our demand for a fair salary isn't realistic. I guess that depends on whose realities you choose to deal with—those of the power brokers who deal out the pork barrel projects and control the purse strings, or the realities teachers face at the grocery store," WVEA President Ermalee Boice told the crowd.

"Let the message go forth from this day," Boice concluded, "that teachers of this state will never again be the innocent victims of political ineptitude or manipulation, that we will never again accept declining incomes in good cheer, that we will never again let our ranks be thinned by the bitter bite of poverty, that we will never

continued on page 15

Ohio supreme court rules teachers jailed illegally

CLEVELAND—Thirty-five Brunswick, Ohio, teachers were jailed illegally during an Association strike in the spring of 1978, the Ohio state supreme court has now ruled.

The high court upheld an appeals court decision removing $500 a day fines against the teachers. The appeals court had ruled that the fines, which totaled some $130,000, were improper but had denied the teachers' request to declare the jailing illegal.

The supreme court found that a common pleas judge improperly jailed teachers for refusing to sign an affidavit pledging return to work following a special Saturday "hearing." At the request of the Brunswick school board, the judge set aside action on a contempt charge and tried to coerce teachers into returning to work by threatening jailings and fines. The 35 teachers were jailed for a week and were released only after intense public pressure.

"Where a trial court has not adjudged parties to be in contempt for past conduct, and where time for the court-ordered performance of a certain act has not yet arrived, a trial court's order of incarceration is premature and is not sustainable upon a theory of prospective contempt," the supreme court said.

The teachers, backed by the Ohio Education Association/NEA, have personal damage suits against the school board and administration pending in federal court.

Outraged by the cavalier treatment of their salary legislation by state politicians, some 7,000 West Virginia teachers braved icy rain and high winds and sacrificed a day's pay to march on the state capitol. On hand to voice NEA's support for the one-day walkout was NEA Assistant Executive Director Don Cameron (photo at left).

from page 14

again allow our profession to be degraded, and that we will spare no human effort to change irresponsive and irresponsible government."

As teachers marched around the capitol to the beat of drums, workers peered from their office and store windows, applauded, and gave the "thumbs up" sign. Motorists detained by the mile-long line of marchers at first looked confused, then applauded and honked their horns in time with the drums.

WVEA's political action committee collected $4,000 in contributions on the day of the rally. Since then teachers around the state have been channeling their newfound determination and solidarity into the June 3 primary election, working to make sure the makeup of the next legislature is friendlier to education.

Teachers score three victories in Minnesota legislature

ST. PAUL—In one of the most successful lobbying years in its history, the Minnesota Education Association (MEA) has won a virtually unlimited right to strike; coverage of substitute teachers under the state's collective bargaining law; and, though even-numbered years are technically non-appropriations years, an additional $25 million for public education.

The amendment of Minnesota's public employee bargaining statute was the Association's highest legislative priority, and many thousands of teachers signed petitions, wrote letters, and met with state legislators urging them to approve the MEA bill. Every one of the 201 state representatives and senators was flooded with teacher mail, as MEA encouraged even American Federation of Teachers (AFT) members to join the Association's grass-roots effort.

The Minnesota AFT refused to support the bill, and the Minnesota AFL-CIO threatened at one point to oppose it. "Association members, consistently pushing for the issue, are responsible for passage of this law," MEA President Don Hill said. "While other members of organized labor gave the bill sporadic and often lukewarm support, MEA teachers carried the banner throughout. Teachers in Minnesota now have the right to determine their own destiny in collective bargaining."

The law, as amended, equalizes the bargaining process by permitting locals to strike if either they themselves or their school boards reject arbitration, or if an impasse has lasted 45 days and neither side requests arbitration. Previously teachers were prohibited from striking if boards called for arbitration.

In the second MEA victory, the bargaining law has been amended to require school boards to include substitutes in the regular teachers' bargaining unit—and to give them all contractual rights and benefits—once they have worked 30 consecutive days. Before the MEA-sponsored bill was enacted, substitutes had had to work 100 consecutive days. Few achieved that number, and school boards widely exploited their "cheap labor."

The extra $25 million won by MEA for education was a particularly sweet victory, partly because state aid is ordinarily given in two-year appropriations. Last year MEA got a $200 million increase from the legislature and governor, the highest increase in Minnesota history, and political observers had given the Association no chance of winning its supplemental aid package this year.

New Jersey suit opens ETS files

TRENTON—The New Jersey Education Association (NJEA/NEA) awaits the decision of a federal district court judge in a landmark case which has forced the Educational Testing Service (ETS) to open its files on tests that have threatened the licenses of the state's bilingual education teachers.

Since 1975, in order to qualify for certification and recertification as bilingual educators, New Jersey teachers have been required to achieve "native speaker" scores on oral proficiency tests administered by ETS, the Princeton-based testing conglomerate.

NJEA's suit, now over three years old, charges that the requirement is unwarranted, excessive, and capricious and that the test is administered and rated inconsistently. The "test" is simply a conversation with an ETS interviewer, taped and later given to up to four different "raters" for scoring on a range of 0 to 5 for overall fluency, pronunciation, grammar, vocabulary, and comprehension, with 5 being what an "educated native speaker" would score. Subpoenaed records showed that ETS frequently reported teachers as failing despite the fact that some raters had given their tests a passing score.

NJEA has also charged discrimination in the tests, noting that they are scored for classic Spanish rather than the Cuban, Puerto Rican, and other dialects that most of the teachers—and their students—actually speak. And although New Jersey has bilingual classes for children who speak other foreign languages, only teachers who work with Hispanic children must take proficiency tests.

NJEA does not dispute the right of the state to change or upgrade standards an applicant must meet to earn a teaching license for the first time. The NEA affiliate contends, however, that the state should not be allowed to invalidate certificates already held by teachers who have met all standards that existed earlier. Most of the affected teachers had been teaching successfully for up to 15 years. NJEA charges that the state's action impairs the obligation of a contract and deprives the teachers of their livelihood without due process of law.

Michigan: contract disputes continue in Wayne County

A bitter six-week strike this spring by 1,100 teachers in four suburban Detroit school districts led to the jailings of nine teachers and two association negotiators on contempt-of-court charges. Under an agreement worked out by a Wayne County circuit judge, teachers in Gibraltar, Romulus, Southgate, and Woodhaven—part of the 14-district Wayne Couny Michigan Education Association/NEA unified bargaining unit—returned to classes in late April under the terms of their old contract while bargaining resumed. If there is no agreement in 60 days, the dispute will go to arbitration.

New England: cookbook response heartening

NORWOOD, MASS.—The continuing response from teachers and associations across the nation to New England teachers' calls for help in paying heavy strike fines has been "heartening," reports Philip Garovoy, immediate past president of the Connecticut Education Association and a trustee of the New England Teachers Trust Fund (NETTF).

"We are extremely grateful for the outpourings of assistance and encouragement," he says, noting that "there is still a long way to go to meet the needs of our colleagues in Bridgeport, Conn., and Fall River, Mass., who had to face the trauma of jailings and exorbitant fines following lengthy strikes."

NETTF will continue to raise funds through sales of *What's Cooking in New England* until supplies are depleted. The cookbooks may be ordered from NETTF, Box 112, Norwood, MA 02062, at $5.95 per copy. State or local associations wishing to make a donation may also send a check to the same address.

Attorney referral program a hit

WASHINGTON, D.C.—An estimated 3,500 Association members have now used NEA's Attorney Referral Program, saving thousands of dollars in legal fees. This innovative program, created in 1978, is the nation's largest group legal services plan. Designed to complement the Unified Legal Services and Educators Employment Liability programs, the Attorney Referral Program provides assistance with *personal* legal matters.

NEA members in each participating state are given the names, addresses, and telephone numbers of a panel of carefully screened attorneys who are willing to provide services at substantially reduced cost. So far 26 state affiliates and more than 1,000 attorneys in 300 law firms are participating.

All active, life, and retired NEA members in participating states are entitled to two free legal consultations a year, of up to 30 minutes each, on any topic except income tax preparation. If further legal services are necessary, they will be billed at 30 percent less than the participating attorney's usual hourly fee, provided the legal matter falls into any of these categories: real estate, wills and probate, family law, consumer protection, or traffic violations.

In a recent survey of program users, 97 percent called the program a valuable NEA benefit; 89 percent rated the quality of legal services they received as good or very good; and 78 percent said they would probably or definitely consult their program attorney again if a future need arose.

For further information, contact the Attorney Referral Program representative at your state association, or Lynn Ohman of NEA Teacher Rights (202/833-4267).

Tax-deferred annuities: a few words of caution

Noting that rapidly changing economic conditions and fluctuations in investment markets have sparked unprecedented activity in the teacher retirement annuity marketplace, NEA Special Services Director Arleigh Greenblat reports, "A number of NEA members have simply surrendered their tax-deferred annuity (TDA) programs, paid withdrawal charges and income taxes on these withdrawn funds, and used this money for short-term investments."

While NEA respects what is obviously an individual choice and passes no judgment on anyone's investment practices, Greenblat points out that "the whole purpose of investing in an annuity—to secure a tax-deferred retirement income—is eliminated when a member draws out accumulated annuity funds prior to retirement." A wiser course would be to become involved in true short-term investment opportunities, he suggests, rather than using funds from a retirement vehicle like a TDA for this purpose. "In other words," Greenblat says, "don't lose sight of your objective."

Other NEA members are "rolling over" their annuity deposits: moving them from one company to another in search of higher current interest earnings. The marketing techniques of some companies or brokers encourage "rollovers," emphasizing the importance of these current rates without clearly indicating whether they will remain in effect throughout the term of the contract.

"A current interest rate is just that," NEA's Greenblat warns. "There are no guarantees that it will remain constant over the life of the contract. Most contracts contain clauses allowing the companies to adjust the current rates up or down based upon market conditions, but never lower than the guaranteed rate. High current interest rates can last only as long as current market conditions support them.

"Members who move from one annuity program to another to take advantage of current interest rates on a short-term basis will probably experience few long-term benefits," Greenblat says. "Short-term gains are most often lowered by the payment of penalty or surrender charges for release from the first annuity contract, and then lowered still further by the payment of 'load' or other administrative charges associated with the annuity program of the substitute company. Members contemplating 'rolling over' their annuities would be best advised to examine how such charges may reduce their present accumulations, and whether certain provisions of the new contract may result in a net decrease in income from that offered by the current contract."

Realizing that investment markets are so volatile, NEA and some of its state affiliates are renegotiating TDA terms and conditions every six months with insurance carriers who enjoy association cosponsorship for their annuity programs. Details about recent negotiations for higher interest rates in the NEA-sponsored Horace Mann program will appear in a fall issue of the *Reporter*, and all participants will be notified shortly regarding policy improvements.

Interim financial report to NEA members

John T. McGarigal
Secretary-Treasurer

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF ASSETS, LIABILITIES AND FUND BALANCES
FEBRUARY 29, 1980
UNAUDITED

	GENERAL FUND	CAPITAL IMPROVEMENT FUND
ASSETS		
Current Assets:		
Cash	$ 3,060	$ 770
Accounts Receivable:		
Membership Dues	46,790,060	
Notes Receivable—Dues	136,913	
Notes Receivable—Other	5,000	
Publication Sales and Advertising	357,093	
Note Receivable—Reston Property	375,000	
Amount due from General Fund		272,823
Amount due from Governance and Non-Governance Affiliates	261,853	
Other Assets	538,239	
	48,467,218	273,593
Long-Term Assets:		
Investment in Securities	182,405	
Notes Receivable—Dues	1,123,604	
Notes Receivable—Other	15,000	
Note Receivable—Reston Property	575,000	
Land		1,753,777
Building: Less Accumulated Depreciation		7,111,251
Equipment: Less Accumulated Depreciation	163,392	
	2,059,401	8,865,028
TOTAL ASSETS	$50,526,619	$ 9,138,621
LIABILITIES AND FUND BALANCES		
Current Liabilities:		
Deferred Membership Dues	$32,878,625	
Installment Note Payable	31,334	
Accounts Payable and Accrued Liabilities	944,003	
Accrued Vacation and Other Benefits	2,290,759	
Indemnification Liability	13,715	
Amount held for Affiliates and Other Organizations	164,610	
Amount held for Special Purpose Funds	2,353,892	
Amount due to Capital Improvement Fund	272,823	
	38,949,761	
Long-Term Liabilities:		
Installment Note Payable	74,976	
Accrued Severance Pay	1,290,679	
	1,365,655	
TOTAL LIABILITIES	40,315,416	
FUND BALANCES	10,211,203	9,138,621
TOTAL LIABILITIES AND FUND BALANCES	$50,526,619	$ 9,138,621

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF GENERAL FUND INCOME AND EXPENDITURES BY GOAL
FOR THE SIX MONTHS ENDED FEBRUARY 29, 1980

	ACTUAL	BUDGET
INCOME		
Membership Dues	$64,006,400	$65,595,500
Less: Membership Dues deferred for remainder of year	32,878,625	
	31,127,775	
Advertising	834,360	625,000
Interest and Investment Income	229,050	125,000
Income from Fees and Services	437,444	700,000
	32,628,629	67,045,500
EXPENDITURES BY GOAL		
Significant Legislative Support for Public Education	$ 1,391,784	$ 4,996,154
Human and Civil Rights in Education	2,612,517	6,595,233
Leadership in Solving Social Problems	259,844	779,724
An Independent, United Teaching Organization	4,406,537	9,077,274
Professional Excellence	3,228,464	5,650,338
Economic and Professional Security for all Educators	2,882,841	6,385,983
Communications	1,411,783	2,997,178
UniServ	9,303,061	12,585,435
Governance	1,168,744	3,969,883
Administrative Services	4,463,054	10,370,388
	31,128,629	$63,407,590
EXCESS OF INCOME OVER EXPENDITURES	$ 1,500,000	
EXPENDITURES BY NATURAL CLASSIFICATION		
Salaries and Benefits	$ 8,568,567	
Joint Projects with State and Local Associations	13,027,500	
Travel	2,852,241	
Publication Costs	2,488,218	
Office Expenses	1,069,930	
Administrative Expenses	386,671	
Outside Services	2,298,303	
Machine Rental and Repairs	531,975	
Less: Recovery of Costs	(94,776)	
TOTAL EXPENDITURES	$31,128,629	

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF CHANGES IN SOURCES AND USES OF CASH
FOR THE SIX MONTHS ENDED FEBRUARY 29, 1980
UNAUDITED

SOURCES OF CASH	
Membership Dues:	
Current Year	$18,210,385
Prior Year	9,233,616
Receipts after Cut-Off	300,000
Advertising and Publication Sales	699,727
Excess Receipts for Special Purpose Funds	50,524
Proceeds from Fees and Services	437,444
Interest and Investment Income	56,784
Excess Receipts for Affiliates and Other Organizations	236,477
Other	178,799
TOTAL SOURCES OF CASH	29,403,756
USES OF CASH	
Expenses	30,530,212
Commission, Production and Promotional Charges for Advertising and Publications	301,201
Equipment Purchases	16,667
TOTAL USES OF CASH	30,848,080
Net Decrease in Cash	(1,444,324)
Cash Balance, September 1, 1979	1,447,384
Cash Balance, February 29, 1980	$ 3,060

IN BRIEF

Teaching gifted students? New NEA materials can help

NEA Publishing announces a new multimedia program on "Educating Gifted and Talented Students." The package includes basic references, a three-part filmstrip set, an eight-part audio cassette program of "Talks with Teachers," duplicating masters for creating handouts, leaflets for distribution to parents, a carefully constructed guide and plan for conducting an in-service program, and a series of monographs geared toward specific subject areas.

At press time not all prices had been set. Please address inquiries to Gifted and Talented Multimedia Program, NEA Publishing, 1201 Sixteenth Street, N.W., Washington, DC 20036.

Nine NEA teachers win fellowships

A total of $12,000 has been awarded to nine teachers for projects selected as winners of the Hilda Maehling Fellowships for 1980. Presented each April by NEA, the fellowships enable teachers in local affiliates to advance professional association work, improve teaching, or develop new teaching tools and techniques.

This year's projects focus primarily on the arts, history, reading, and violence and vandalism. Fellowship recipients are Paul August, Oakland, Calif.; Michael Burke, Jersey City, N.J.; Linda King, Lowell, Mass.; Pablo Munoz, McAllen, Tex.; Anthony Parolise, Huntington Beach, Calif.; Sherrie Scott, St. Bernard Parish, La.; Dan Spriggs, Wilmington, Mass.; Gail Walker, Cleveland County, N.C.; and Charles Welch, Bellevue, Nebr.

School work not challenging enough, teenagers say

Just over half the teenagers surveyed in a new Gallup-Kettering poll (53 percent) said that students are not being asked to work hard enough in school. Some 26 percent felt the amount of work expected from students is about right. When asked to rate the teachers they had last year, two out of three students gave them an A or a B. "Discipline" topped the teenagers' list of major problems facing the public schools.

Testing industry moves to block disclosure laws

Seeking to head off further test disclosure laws and reacting to criticism by NEA and others, the College Entrance Examination Board has announced that, beginning this fall, high school students who take the Scholastic Aptitude Test (SAT) will be able to buy back their answer sheets and the scoring key for about $4, to make sure they were scored correctly.

The Board will also make public each fall one of the six SATs used the previous year, along with statistics on how it was scored, the standard error of measurement, and each question's difficulty. And the Board will step up efforts to weed out racially, culturally, or sexually biased test questions, using—for the first time—outside test writers as well as College Board employees in this review.

These concessions address "only the tip of the iceberg" in problems intrinsic to tests produced by the Educational Testing Service for the College Board, NEA President Willard McGuire says. NEA will continue to push for a federal truth-in-testing law. Such laws are now under consideration in some 14 states.

Energy education: workshops available

The U.S. Department of Energy is funding some 100 energy education workshops this summer and during the 1980-81 school year to help at least 8,000 elementary, secondary, and college teachers improve their understanding of such issues as solar theory, oceans and energy development, conservation, geothermal energy and the environment, and nuclear energy. The workshops will be offered by colleges and universities in 45 states plus Puerto Rico, Guam, and American Samoa, with DOE picking up the tab for tuition, fees, travel, and living expenses if necessary.

For a directory of places to apply, write to Education Programs Division, Office of Consumer Affairs, Mail Stop 7E-054, Department of Energy, Washington, DC 20585.

Awards encourage research on Asian and Pacific Americans

The National Association for Asian American and Pacific Education is sponsoring an awards program to encourage scholarly writing on educational concerns and issues facing persons of Asian or Pacific Island ancestry in the U.S.

Scholarly papers dealing with social policy analysis, political science, basic and applied psychological and educational research, and other broadly related fields are encouraged. An honorarium of $500 and a certificate of recognition will be awarded to the best original paper in each of two categories. Deadline for submitting manuscripts is July 15. Inquiries should be addressed to Kenyon S. Chan, Asian American Studies Center, University of California, 405 Hilgard Ave., Los Angeles, CA 90024.

COLAs peg salary hikes to cost of living

Cost-of-living adjustments (COLAs), tying teacher salary increases to future rises in the consumer price index (CPI), have been negotiated by a surprising number of NEA local affiliates—at least 327, according to an informal national survey this spring.

And at least 32 NEA locals now have "uncapped" clauses, providing for automatic salary increases equal to the full rise in the CPI. More common are partial COLA formulas, netting 50 to 75 percent of the CPI.

COLAs have generally been thought of as the province of large unions in the private sector. NEA first urged its affiliates to seek such escalator clauses in 1974.

Who *says* parents don't want teachers' suggestions!

Community relations smash hit of the season is the California Teachers Association's booklet, "52 Ways To Help Your Child Learn." A United Press International (UPI) story about the booklet, which ran in hundreds of newspapers around the country, has flooded CTA headquarters with requests for copies—10,000 at last count. The booklet was produced cooperatively by the Northern California Public Relations Committee, CTA, and NEA.

Peace Corps seeks teacher volunteers

Peace Corps Director Richard F. Celeste reports an unexpected increase in demand by Third World host countries for volunteers to teach science and math. Americans with proficiency in French are also needed to teach English or serve in agriculture, health, and construction programs in Africa. Volunteers must be at least 18 years old; there is no upper age limit. For more information write Peace Corps/ACTION, Washington, DC 20525, or call toll-free: 800-424-8580.

It's not too early to start thinking about American Education Week

"Education in the 80's—Preparation for the Future" is the theme of American Education Week, November 16-22, 1980. NEA, the National Congress of Parents and Teachers, the U.S. Department of Education, the American Legion, and—for the first time this year—the National School Boards Association cosponsor the annual observance.

American Education Week is an excellent time for teachers to schedule community outreach activities. An "Early Bird" planning brochure is available now; complete promotional packets will be available in September from American Education Week, The Academic Building, Saw Mill Road, West Haven, CT 06516.

NEA recommends...

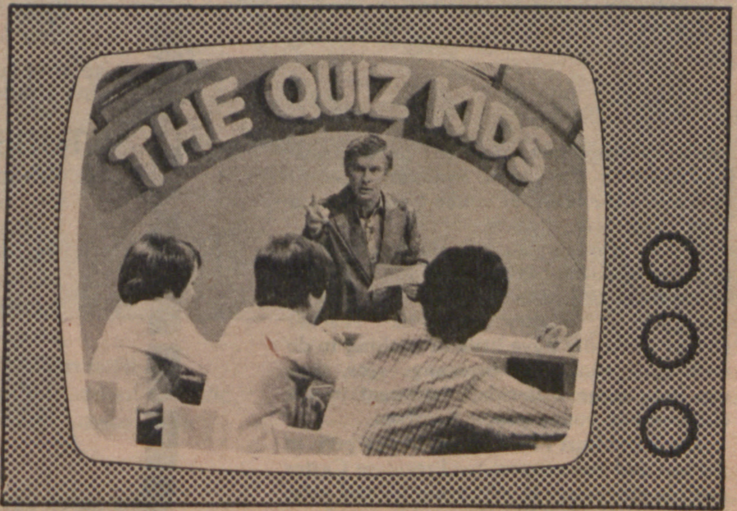
Teachers, students, and their families should enjoy watching the following NEA-recommended television programs in the weeks and months ahead:

The Quiz Kids—*Weekly, RKO stations; check local listings for day and time.* Exceptional 7- to 14-year-olds with expertise in the arts, science, history, mythology, or mathematics compete in this new syndicated game show.

The Incredible Book Escape—*Tuesday, June 3, CBS, 4 p.m. EDT*. Starring Quinn Cummings and combining animation with live action, the tale concerns a young girl who is accidentally locked in the children's reading room of a library at closing time. An eclectic group of characters emerge from the books surrounding her and eventually come up with a way out.

Live from Studio 8H: An Evening with Jerome Robbins—*Wednesday, July 2, NBC, 9:30 p.m. EDT*. Members of the New York City Ballet perform dances created by the internationally celebrated choreographer and director.

The Invisible Children—*Saturday, August 2, CBS, 1:30 p.m. EDT*. Barbara Aiello and her unique puppets visit elementary schools in California and Virginia. What happens between kids and puppets becomes a lesson in understanding that handicapped people are not to be feared or ignored, but accepted and loved.



LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

Hufstedler Interview

Shirley Hufstedler's answers to the questions posed in Joan Prescott's "candid conversation with the new Secretary of Education" in your last issue were appallingly naive. Responding to the question, "Exactly what is the job outlook for educators?" with a discussion about "teaching medieval texts in French" vs. special education and bilingual education opportunities totally negates the real pending shortage of teachers in mathematics, physical sciences, industrial arts, and other areas due to the few students currently enrolled in teacher education programs in these fields.

On-the-job training of a noneducator in this vital position is evidenced by the bureaucratic responses to the serious educational questions posed by Mrs. Prescott.

Alton A. Huntley
Edinboro, Pennsylvania

Sex Stereotyping in Voc Ed

In your March issue there appeared an article entitled 'Voc Ed Remains Sex-Stereotyped" . . .

It is my feeling that all schools are making serious efforts to reduce or eliminate sex-stereotyping. At our school, our brochures have been designed especially to show that all vocational classes are open to male and female. All our school literature has been revised to reduce sex-stereotyping. During recruitment programs, we try to have a member of the "opposite sex" sell the program. We have a slide presentation which depicts members of the opposite sex in particular trade areas. The fact that some courses do not show significant gains in the elimination of predominately male or female enrollments does not mean that the schools are failing to do their utmost to improve the situation.

If anyone has a magic formula, I sure would like to hear about it. . .

Hopefully, future articles in the *NEA Reporter* will be more supportive of vocational education and its importance in the educational program.

John J. Bodine
Culpeper, Virginia

Members' letters are welcome. Please address them to Editor, *NEA Reporter*, 1201 Sixteenth St., N.W., Washington, DC 20036.

NEA Stances Questioned

I'm sorry, but I have problems with NEA. The *Reporter* and journal take liberal stances on every political issue. Yet I really believe that the members, the working teachers, are basically conservative.

I know that when you all meet in convention the tenor seems to be liberal. But I feel that such a place calls out all the liberal-minded people while the majority stays home and teaches. . . .

I think it incumbent upon you to do a thorough poll of member attitudes. I am certain that you will find the majority of teachers opposed to the ERA, opposed to busing, opposed to the metric system, and very undecided on the necessity of having a Department of Education. . . .

Take up the challenge. Poll *all* the members on your political issues—and not in such a way that only the liberals will respond. I believe that an honest approach might surprise you. Or me.

Arthur Weil
Cincinnati, Ohio

I am writing to express my great disappointment in the recent and not-so-recent policies of the NEA, of which I have been a member for many years.

Instead of having a professional organization, too often we have stooped to the tactics of the most rabid labor organizations under the guise of "quality education." Teacher strikes generally have little or nothing to do with such education. In many cases, they can only mean a decided detriment to the children and young people involved. . . .

The latest hurt I have received has been in the out and out support for President Carter and his giveaways to education for our vote, Department of Education with its huge budget, etc. Yes, I am generally a Republican voter, but I would feel the same way if you were giving such support to a Republican. Partisan politics has *no* place in an organization such as ours.

Mrs. Tibor A. Rozsa
Winona, Minnesota

NASN: Alive and Well

There seems to be a lot of misinformation circulating about the National Association of School Nurses, Inc./NEA. Due to problems within our organization, we made the decision to contract with a management firm in New York to operate our business. We needed that kind of expertise to gain membership and to improve our professional journal. We remain an affiliate of NEA, and our relationship continues as it has in the past. Our situation is improving under the new service, and we hope we will continue to grow as we have this year.

Our new address is The National Association of School Nurses, Inc., New York Statler Hotel, Suite 104, 7th Ave. and 33rd St., New York, N.Y. 10001. Mr. Joel Dolci at that address is our administrative director. All inquiries should be sent to him.

We hope that this will clarify our whereabouts and let everyone know that we are still very much in existence and doing business as usual.

Peggy Rufner, NASN president
Dayton, Ohio

Social Security

I am very interested in your reports concerning NEA's stand and work being done to eliminate the current government pension offset from the Social Security law. As a widow who had counted on collecting my husband's Social Security upon my retirement, I would like to do anything I can to help in this effort. I returned to teaching after my children were old enough to be left and now find my schoolteacher pension would be more than the Social Security but certainly not enough to live on comfortably.

If there is anything I or my friends in similar circumstances could do to help in your campaign I would appreciate knowing, as they would also.

Thank you for NEA's help in our behalf.

Mrs. Marjorie Haagenson
Denver, Colorado

Ed. note: The government pension offset is scheduled to go into effect for female government employees in December 1982. It will apply only to "spouse's" and "surviving spouse's" benefits such as yours—not to any retiree's personally earned Social Security benefits.

NEA is lobbying for repeal of the offset, has testified on it before the House Ways and Means Committee, and is now seeking cosponsors for the major bills to repeal the provision—HR 801, HR 2140, and HR 5092 in the House, and S 294 in the Senate. We urge interested readers to write to their representatives and senators, asking for their support of legislation to repeal the offset.

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Be sure to share all travel information with your friends and colleagues!

STUDENT HISTORICAL TOURS:

☐ Are you planning a student tour to Washington, D.C., Philadelphia, New York, or Boston? We can help. Historical student tours at *low prices* are now available year round. Check the box and receive more information. Example of low cost Spring 1980 program: all meals, two days historical guided sightseeing in Washington, D.C., one night in hotel, and round trip bus fare New Jersey *only $66.50 per student.*

FALL and CHRISTMAS PROGRAMS—SNEAK PREVIEW

We are providing early destination information on the programs listed below so that you can begin planning your Fall and Christmas vacations now. Just check the tour(s) in which you are interested and we'll send you complete itineraries.

FALL PROGRAMS

☐ Bermuda
☐ Caracas
☐ China (Oct., 19 days, only $2,850)
☐ European Alpine Vistas—Austria/Germany/Switzerland
☐ European Capitals—London/Paris/Rome
☐ Greece, Dubrovnik plus Blue Danube Cruise
☐ Hawaii
☐ Hawaii Condominium Rental Program
☐ Los Angeles—Disneyland
☐ Mexico Programs
☐ Monte Carlo
☐ Morocco
☐ Nova Scotia
☐ Rhine River
☐ Rome
☐ San Francisco

CHRISTMAS PROGRAMS

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☐ Aruba
☐ Bahamas—Freeport
☐ China
☐ Egypt
☐ Hawaii
☐ Hawaii Condominium Rental Program
☐ Israel
☐ Martinique
☐ Mexico Programs
☐ Montego Bay
☐ Morocco
☐ Paris/London
☐ Rio de Janeiro
☐ San Juan
☐ Santo Domingo
☐ Ski Programs: Canada; Colorado; Spain
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☐ St. Lucia
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☐ Tahiti
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Are you the only member of your family who needs life insurance? Think about it. If something should happen to either you or your spouse, the financial consequences could severely affect your family's current and future life-style. Consider the loss of income, basic living expenses, the cost of child care and running a household—in terms of both dollars and time—to name a few. Whether a professional or a home-maker, your spouse may need life insurance protection just as much as you do—the kind of protection now available at reasonable group rates through your Association's New Independent Educators Life Insurance Plan (NIE).

And what about your children? The NIE Plan can provide this important coverage for your dependent children too, and it allows conversion to an individual policy at age 21 *without a medical examination.*

NIE Life Insurance—affordable protection for today's higher cost of living.

Regardless of any other type of insurance you already have, even NEA plans, you may be able to purchase up to $50,000 of additional coverage for yourself through NEA's New Independent Educators Life Insurance Plan. Amounts and cost vary by age and the schedule you select (see chart). For example, if you are under age 30, this plan can provide $10,000 of protection for $12 a year, and $50,000 for $52 a year. If you select coverage under Schedules 3, 4 or 5, you can also cover your spouse and children for the amounts shown in the Schedule you select. Note that your contribution for dependents coverage remains the same *no matter how many of your children are covered.*

Choose protection to meet your needs.

Inflation affects more than the cost of food and clothing; it impacts the relative value of your life insurance, too. If you haven't reviewed your life insurance coverage recently, now may be a good time to think about purchasing or upgrading coverage with your Association's NIE Life Insurance Plan.

As decreasing group term life insurance, this plan offers reasonably priced protection for those years when your family's needs may be the greatest. Benefits from your life insurance will be paid to any beneficiary you choose (you may change your beneficiary at any time) and can be used as an important money resource in the event of your death . . . mortgage cancellation . . . a readjustment fund for the initial difficult period . . . support income for those who depend on you . . . a fund for your children's education costs . . . and many other essential needs. In the event of death of a covered dependent under the plan, benefits are paid to the insured member, if living, otherwise to the dependent's estate.

Who is eligible?

NIE protection is available to active, educational support, life, student, or staff NEA members, including those currently insured under NEA Life Insurance Plans A, B, C, C+, S or Independent Educators. If you leave the field of education or retire, you may continue your NIE protection as long as you remain a member of NEA. Coverage will be terminated if you fail to make the required contribution within two months after it is due, or if NEA discontinues the program.

Eligible dependents are: your spouse (unless divorced or annulled), unmarried children between 14 days and 21 years of age who are not members of the military service (including stepchildren, foster and legally adopted children who depend on you for support). Should both husband and wife be insured under this plan as members, they are ineligible for dependent spouse coverage; however, only one insured member may cover children as eligible dependents.

Once you have dependents insurance for your children, each additional child automatically becomes insured 14 days after birth. A dependent is covered until he/she no longer meets eligibility requirements, the necessary contributions are not made when required, or when the member's coverage terminates.

Should you become ineligible under the plan, you are guaranteed the opportunity to convert within two calendar months to any one of a number of individual Prudential policies, without furnishing evidence of good health. If you die during this two-month period, your insurance will be paid whether or not you applied for an individual policy. Arrangements may also be made to convert each terminating dependent's insurance to individual policies under similar conditions.

Other facts you should know.

No medical exam is necessary to become insured, although you must be able to certify all the health statements on the enrollment form. Your certification of these brief statements is the basis for providing coverage under the plan. However, even if you cannot do so, coverage may still be available and you should write for more information.

New! Continuance of insurance during total disability at no cost. If you become totally disabled before age 60, and remain so for at least six months, your life insurance will be continued for the duration of disability *at no cost* in accordance with the Schedule under which you are insured. Proof of disability must be furnished as required. Should you die during the first 12 months of such disability, your insurance will be paid even if you had not furnished proof of the disability or if contributions had not been continued.

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We urge you to compare the costs and benefits of this plan with any other now available. For more information, fill out the coupon below.

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Please send me additional information on the New Independent Educators Life Insurance Plan with optional dependents coverage.

Name: ______________________

Address: ______________________

City: ____________ State: ________ Zip: ________

Plan Schedules

For New Independent Educators Insurance Plan

Age*	Schedule 1 Coverage	Schedule 1 Semiannual Contribution†	Schedule 2 Coverage	Schedule 2 Semiannual Contribution†	Schedule 3 Coverage	Schedule 3 Semiannual Contribution†	Schedule 4 Coverage	Schedule 4 Semiannual Contribution†	Schedule 5 Coverage	Schedule 5 Semiannual Contribution†
Under 30	$10,000	$ 6.00 m	$20,000	$11.00 m	**$30,000** *15,000* 3,000	**$ 16.00 m** *8.00 s* 4.50 d	**$40,000** *20,000* 4,000	**$ 21.00 m** *10.50 s* 6.00 d	**$50,000** *25,000* 5,000	**$ 26.00 m** *13.00 s* 7.50 d
30 — 39	$10,000	$ 7.00 m	$20,000	$13.00 m	**$30,000** *15,000* 3,000	**$ 19.00 m** *9.50 s* 4.50 d	**$40,000** *20,000* 4,000	**$ 25.00 m** *12.50 s* 6.00 d	**$50,000** *25,000* 5,000	**$ 31.00 m** *15.50 s* 7.50 d
40 — 49	$10,000	$15.00 m	$20,000	$29.00 m	**$30,000** *15,000* 3,000	**$ 43.00 m** *21.50 s* 4.50 d	**$40,000** *20,000* 4,000	**$ 57.00 m** *28.50 s* 6.00 d	**$50,000** *25,000* 5,000	**$ 71.00 m** *35.50 s* 7.50 d
50 — 59	$ 6,000	$24.00 m	$12,000	$47.00 m	**$18,000** *9,000* 3,000	**$ 70.00 m** *35.00 s* 4.50 d	**$24,000** *12,000* 4,000	**$ 93.00 m** *46.50 s* 6.00 d	**$30,000** *15,000* 5,000	**$116.00 m** *58.00 s* 7.50 d
60 — 69	$ 4,000	$36.00 m	$ 8,000	$71.00 m	**$12,000** *6,000* 3,000	**$106.00 m** *53.00 s* 4.50 d	**$16,000** *8,000* 4,000	**$141.00 m** *70.50 s* 6.00 d	**$20,000** *10,000* 5,000	**$176.00 m** *88.00 s* 7.50 d
Over 70	$ 1,000	$32.00 m	$ 2,000	$63.00 m	**$ 3,000** *1,500* 1,500	**$ 94.00 m** *47.00 s* 2.25 d	**$ 4,000** *2,000* 2,000	**125.00 m** *62.50 s* 3.00 d	**$ 5,000** *2,500* 2,500	**$156.00 m** *78.00 s* 3.75 d

KEY

Policy Form 31300 Gen AS5-704

m = **Insured member's information shown in bold**
s = *Insured member's spouse information shown in italic*
d = Insured member's dependent children information shown in regular

*Age of member at time of claim
†Based on age of member on each due date

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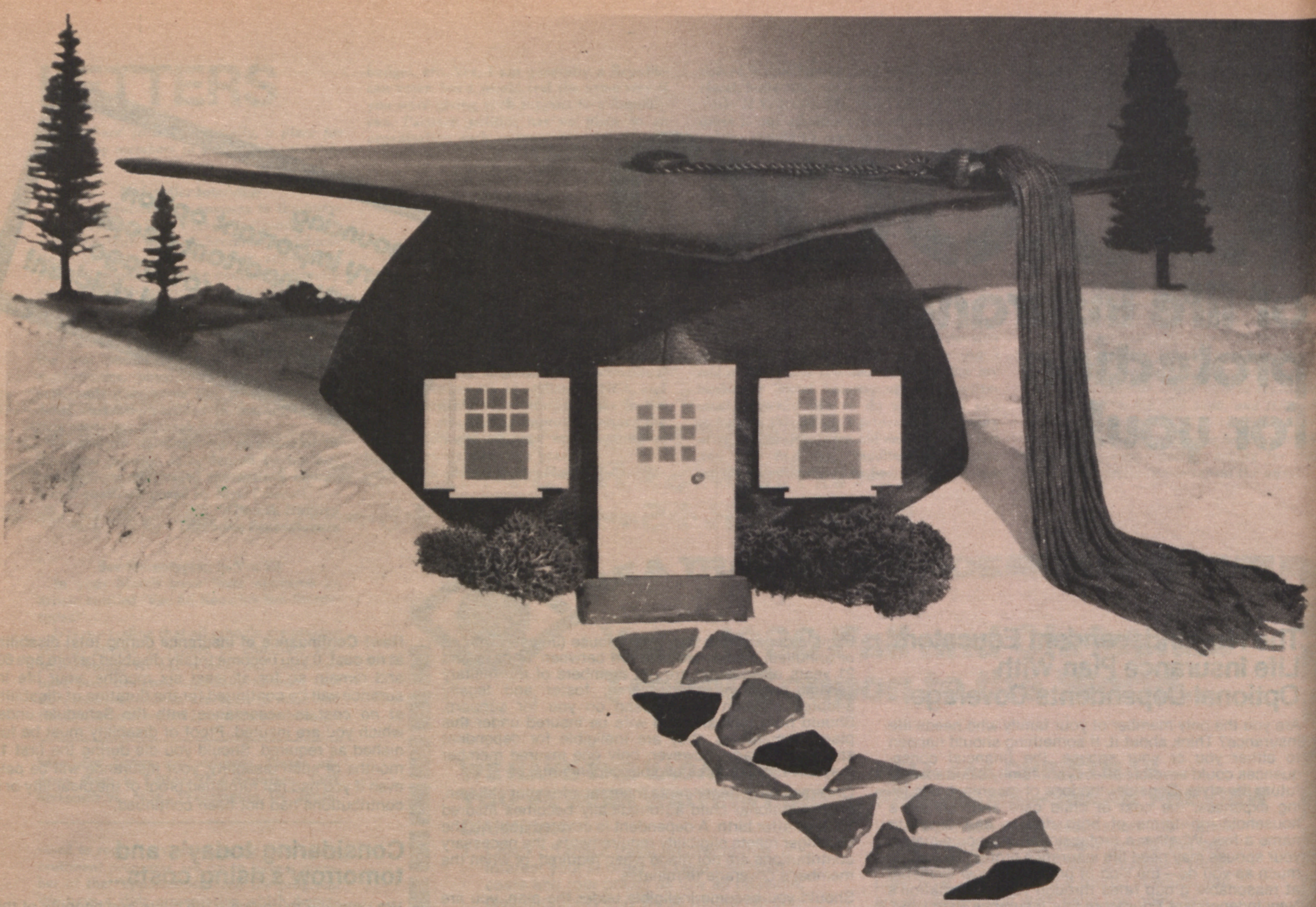

The homeowners policy with an education.

Everyone needs to protect their home and its contents from destruction and theft. But like most teachers, you probably use personal possessions in the classroom, too, and that's a special risk most people don't have to face. To be fully protected, you need a homeowners policy which covers your personal property not only at home but in school as well. And that added protection is now available with your Association's Homeowners Insurance Plan.

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Your Association's plan is a unique homeowners policy which insures personal property used while teaching—and that includes musical instruments and coaching-related equipment. Developed especially for unified members and their families in cooperation with Horace Mann Insurance Company, this plan provides $500 of this special protection at no extra cost! And the deductible for this coverage is only $25—no matter what deductible you choose for your basic coverage.

Other special features for teachers include:

- *Merit reducing deductible*—If you have no claims after a specified number of years (depending on your policy deductible), you'll be rewarded with a reduced or zero deductible until such time as a loss is paid.
- *Survivor's waiver of premium*—If you or your spouse should accidentally die, the first renewal premium will be waived as long as the surviving spouse or dependent child(ren) is a resident of the insured premises.
- *Mortgage disaster endorsement*—With this optional coverage, you will be reimbursed for up to $500 on your first mortgage payment if your residence becomes uninhabitable for more than 30 days. A maximum of six payments will be made. Destruction must be a result of a peril covered within the basic policy and you must plan to reoccupy the premises.

Remember, it's the replacement cost that counts!
If you haven't increased your homeowner's coverage for some time, chances are you're underinsured. And with the dramatic increase in repair and rebuilding expenses, upgrading your insurance to *market value* would still be inadequate protection for your home in today's world. To receive full benefits under your policy, without depreciation, your home should be insured to its *replacement cost* (the actual cost to rebuild your home).

Our special inflation guard feature can assure adequate coverage of your property despite escalating inflation. In most states, you can arrange for automatic yearly increases that allow for increasing replacement costs based on local inflation figures. Or use our free Homeowners Evaluator and calculate the increases yourself. Either way, you won't get caught in the middle with a homeowners policy insufficient to replace your home at today's costs.

These features are not available in all states and deductibles may vary.

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- ☐ Information on Condominium Insurance
- ☐ Information on Mobile Home Insurance
- ☐ A free Homeowners Evaluator
- ☐ A free Renters Evaluator
- ☐ My Association's consumer guide on Homeowners Insurance
- ☐ Please have a Horace Mann Representative contact me.

Name: ____________ Phone: ____________

Address: ____________

City: ____________ State: ____________ Zip: ____________

School District: ____________ Phone: ____________

My Homeowners Policy expires: ____________

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September 1980
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NEA REPORTER

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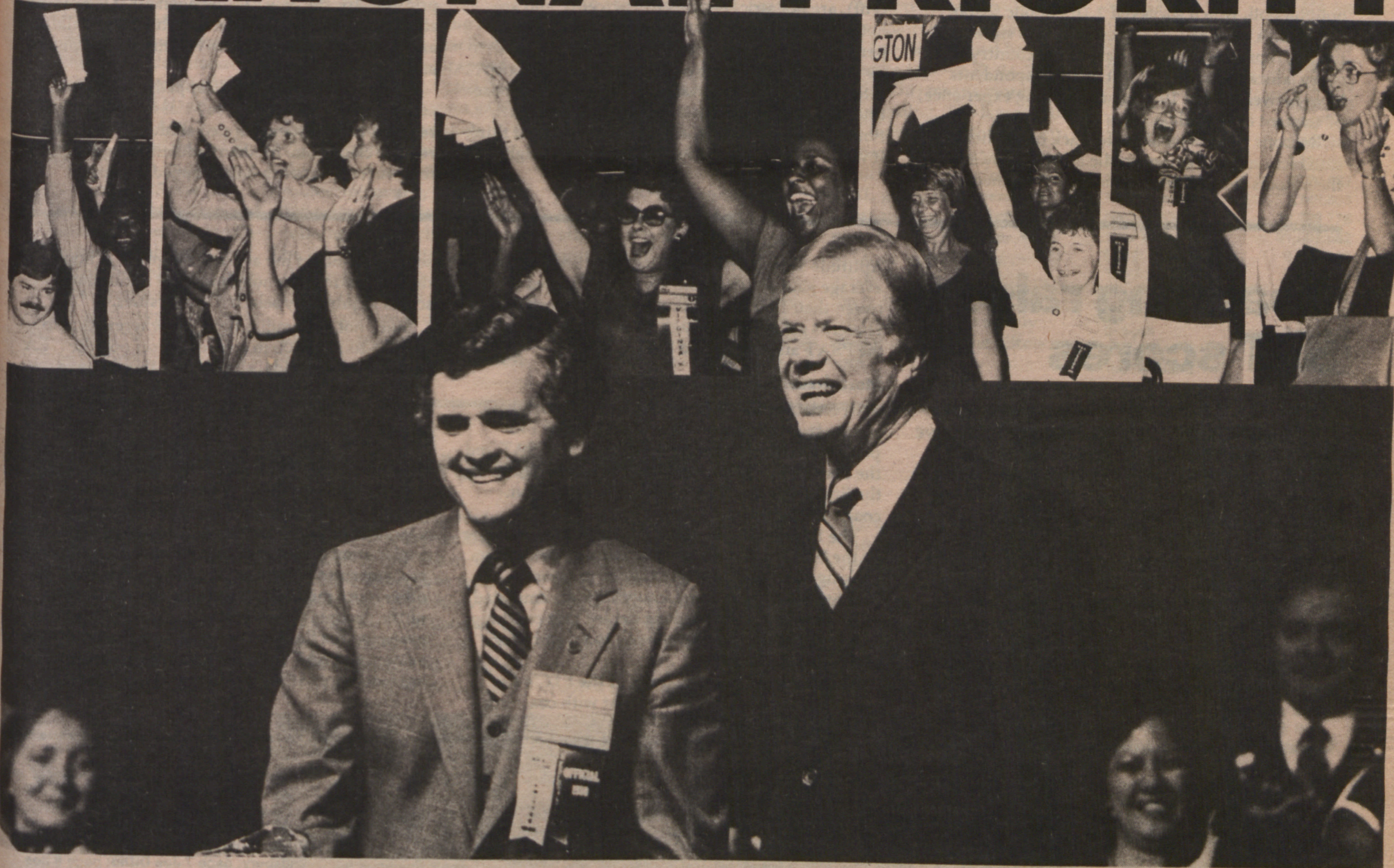
CAMPAIGN '80

TEACHERS WORK TO KEEP EDUCATION A NATIONAL PRIORITY



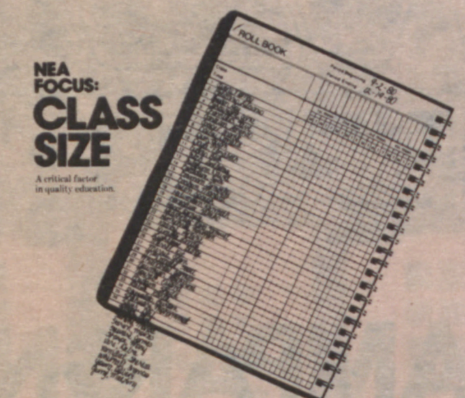
INSIDE:

Carter wins NEA endorsement page 7
Teachers have major impact on Democratic platform page 4
NEA launches get-out-the-vote drive page 4
Minnesota, Oregon associations battle education foes in Congress page 5

NEA kit on class size now in mail to local leaders

WASHINGTON, D.C.—The third in NEA's series of topical kits on instructional issues—this one on class size—will reach local association presidents and UniServ staff across the nation in early September.

The kit is a five-part package using much the same format as the NEA kits on discipline and standardized testing, distributed last year. Materials in the new kit are designed to help make teachers, students, administrators, school boards, parents, and other community members more aware of the superior learning opportunities teachers can offer in smaller classes.



In his introduction to the new kit, NEA President Willard McGuire points out that teachers have long known that "the number of students in a class *does* make a difference, not only in student achievement, but also in student behavior and attitude toward learning and in student and teacher satisfaction with instruction." Now, he adds, educational researchers have at last conclusively proved what teachers know from experience.

The kit offers local associations a number of options as to how and on what scale they want to launch a community-awareness project about the critical need for class-size reduction—or relief for teachers of large classes. Elements in the kit include reproducible brochures for teachers and parents; a news release, print ads, and radio spots; pointers for gaining community support; tips for negotiating class-size provisions into a collective bargaining agreement; and a bibliography of additional resources for further study of the class size issue.

Poll probes teacher dissatisfaction

WASHINGTON, D.C.—More than a third of America's teachers are dissatisfied with their jobs, while 41 percent say they would not choose teaching as a career if they had the choice to make again. And 9 percent say they plan to leave the classroom as soon as possible, with another 23 percent undecided. Only 43 percent plan to continue until retirement.

These are the findings of NEA's 1980 teacher opinion poll, which surveyed 2,165 public school teachers. A total of 1,738 questionnaires were returned, representing every part of the country and every educational level. Most of the respondents have between 5 and 19 years of teaching experience; 68 percent are female.

Reasons cited most often for lack of teacher job satisfaction are negative public attitudes toward the schools (66 percent), criticism by the media (60 percent), student attitudes toward learning (60 percent), and salary (58 percent).

Respondents also voiced opinions on a variety of other topics, including—

- **Student discipline/violence.** About half (54 percent) say student behavior interferes with their teaching. Although discipline policies have been put in writing in many schools (69 percent), teachers say the policies are not being applied (67 percent), are not strict enough (61 percent), and are not comprehensive enough (58 percent). About 5 percent of those polled were physically attacked by a student within the past year. That translates into 113,000 teacher assaults nationwide. Of those attacked, 59 percent believe the attack was intentional, 15 percent are not sure, and 26 percent think it was incidental (e.g., while breaking up a fight).
- **Censorship.** About 9 percent of the respondents faced a censorship attempt in their jobs within the past two years, and about half of those attempts were successful. Most common targets of censorship were method of instruction (42 percent), a specific course or content area (31 percent), and textbooks (19 percent). Teachers most often cite school administrators as the group attempting to censor their work.
- **Department of Education.** More than half (55 percent) think the new U.S. Department of Education will have little or no impact on public education. However, respondents named their top priorities for the new cabinet agency: (1) to assure educational opportunity for all school-age children, and (2) to promote equity in funding for all public school systems.
- **Education of the handicapped.** Over 80 percent of teachers surveyed say class size should be reduced when a handicapped student is placed in a regular classroom. Median reduction suggested: five students for each handicapped student.

Coaching raises SAT scores

WASHINGTON, D.C.—Coaching does improve scores on the Scholastic Aptitude Test (SAT), according to the National Education Association's independent statistical analysis of computer tapes and other data obtained from the Federal Trade Commission (FTC).

NEA gained access to the materials, which were gathered by the FTC for its controversial investigation of private coaching schools, only after a prolonged battle involving Freedom of Information Act requests and a federal court suit.

NEA's analysis of the FTC's 1975 data shows a total average gain of 114 points by students who were coached between the Preliminary Scholastic Aptitude Test (PSAT) and their first SAT, and an average gain of 104 points by those coached between their first and second SATs. Uncoached students gained an average of 44 points between the PSAT and the second SAT.

More dramatic improvements

FTC data from 1976 reveal even more dramatic results from coaching: an average gain of 143 points for students coached between the PSAT and the first SAT, 135 points for those coached between the first and second SAT, and 60 points for uncoached students.

The Educational Testing Service (ETS), producer of the SAT, continues to discourage students from seeking coaching for a test alleged to measure "innate intelligence" and knowledge accumulated over a lifetime. ETS has long denied that coaching can improve SAT scores enough to affect college admission decisions.

However, the NEA analysis of the FTC's six subgroups of students shows that with coaching, some students in the average range could boost their performance enough to meet minimum SAT scores required by selected universities.

Since not all families have the wherewithal to invest $200 to $500 in a coaching school, the NEA research report adds, all students should have access to coaching free of charge if colleges continue to rely heavily on SAT scores to screen applicants.

Alternatives to standardized tests?

Alternative methods of predicting a student's success in college have been available for over 20 years but have not yet been widely used. The usual explanation is that the large number of applicants precludes use of "academic prediction scales" or other more individualized measures. But in view of the declining numbers of high school graduates projected for the next 15 years, and the increasing evidence of SAT inequities, alternative approaches are feasible and "should be used," the NEA report concludes.

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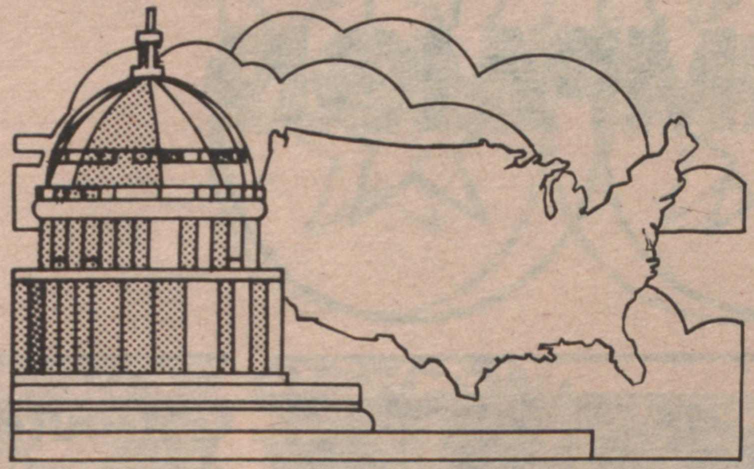
Design by **William J. Kircher & Associates.** Photo credits: page 1 **Joe DiDio;** page 3 **Joe DiDio;** page 4 (left) **Richard Donin,** (right) **Dana Schroeder;** page 5 (left) **Joe DiDio,** (right) **Martin J. Weil;** page 6 **Carolyn Salisbury;** page 7 **Joe DiDio;** page 8 **Joe DiDio;** page 13 (top and center) **Joe DiDio,** (bottom) **Edwardo Castañeda;** page 14 (top left) **Edwardo Castañeda,** (top right) **Carolyn Salisbury,** (bottom) **Joe DiDio;** page 15 **Jack Dryden;** page 16 **NBC-TV.**

Subcommittee meets behind closed doors

NEA urges Congress to restore impact aid



WASHINGTON, D.C.—The perennial battle over the amount of impact aid the federal government will provide to school districts throughout the country has begun once again on Capitol Hill.

Every Administration since Truman's has attempted to cut back on this popular program, which assists districts "impacted" by large amounts of federal land or large numbers of people who live or work on federal property. Generally, Congress has refused to go along with any drastic cuts in impact aid, because schools in so many congressional districts have come to rely upon it. In this year's budget-cutting climate, however, the usual congressional stance seems far less certain.

The Administration's requested funding level for impact aid in fiscal 1981 (beginning September 1, 1980) is more than $400 million below last year's $772 million. Just prior to the August recess, the House Labor-HEW Appropriations Subcommittee began drafting the fiscal 1981 money bill that will provide operating funds for the Department of Education, including the funding level for impact aid. The subcommittee met in secret on the education budget—a highly unusual step—and placed an embargo on its recommendations until it is ready to report the bill to the full Appropriations Committee.

NEA has been lobbying hard since spring to continue impact aid at the fiscal 1980 level and urges members to press their representatives and senators to restore these funds. The first federal budget resolution for fiscal 1981, adopted by Congress in June, allows sufficient leeway to restore the funding and to make increases in several other education programs.

The table elsewhere on this page shows how much impact aid money each state stands to lose unless Congress restores funding to the fiscal 1980 level.

Impact aid: how much your state would lose

The figures below are based on March 1980 budget recommendations. The House Labor-HEW Appropriations Subcommittee has not released its decisions on these recommended cuts.

Alabama	$ 8,334,073
Alaska	18,407,002
Arizona	14,041,997
Arkansas	2,353,985
California	55,967,878
Colorado	9,972,088
Connecticut	3,184,581
Delaware	364,129
District of Columbia	4,271,231
Florida	18,708,817
Georgia	10,781,996
Hawaii	6,811,818
Idaho	2,691,780
Illinois	10,103,589
Indiana	2,341,677
Iowa	506,026
Kansas	3,689,127
Kentucky	2,776,549
Louisiana	4,492,835
Maine	1,859,530
Maryland	17,679,569
Massachusetts	6,618,129
Michigan	4,362,877
Minnesota	2,859,785
Mississippi	3,032,609
Missouri	5,085,433
Montana	5,424,286
Nebraska	3,567,464
Nevada	4,130,086
New Hampshire	1,120,027
New Jersey	7,749,539
New Mexico	13,799,778
New York	31,097,662
North Carolina	8,353,552
North Dakota	2,802,344
Ohio	8,339,766
Oklahoma	10,436,459
Oregon	2,619,372
Pennsylvania	9,885,836
Rhode Island	1,397,208
South Carolina	5,439,306
South Dakota	4,730,706
Tennessee	6,949,842
Texas	22,319,489
Utah	5,811,620
Vermont	153,315
Virginia	29,140,023
Washington	11,846,190
West Virginia	536,519
Wisconsin	2,806,924
Wyoming	2,655,763
Guam	1,162,265
Puerto Rico	4,140,067

PL 94-142, five years later

NEA seeks reforms in education of the handicapped

WASHINGTON, D.C.—NEA is calling on the federal government for major reforms in the funding, administration, and enforcement of the Education for All Handicapped Children Act.

At a July 31 Senate "oversight" hearing on implementation of this 1975 law (PL 94-142), NEA Instruction and Professional Development Director Sharon Robinson declared that the goal of providing a free, appropriate education for handicapped students will not become a reality unless the following improvements are made:

• Adequate training must be guaranteed for teachers working with handicapped children. Robinson said the Education Department's Office of Special Education should monitor and enforce the law's mandate for states to develop quality programs for personnel training and retraining, and teachers should be involved in determining the content of inservice programs at the local level.

• Class size should be reduced to ensure that the needs of all students—not just those who are handicapped—can be met. Robinson reported that, according to NEA's 1980 Teacher Opinion Poll, 81 percent of teachers believe that when a handicapped child is "mainstreamed" into a regular classroom some or all of the time, class size should be reduced. Reduction by five students for each handicapped student was the median suggestion of those surveyed.

• Teachers must be involved in placement decisions and in developing individualized education programs (IEPs) for handicapped students.

• More resources—people, time, materials, equipment, and facilities—must be provided to achieve PL 94-142's goals. This means more federal funding. The law authorizes federal help to cover 30 percent of the average per-pupil expenditure for fiscal 1981, going to 40 percent in subsequent years. Actual appropriations, however, have so far covered only about 12 percent of the costs, Robinson noted, and "state and local governments simply cannot make up the difference."

Social Security: two victories

WASHINGTON, D.C.—The House of Representatives passed measures this summer assuring retirees that they will continue to receive their old-age benefits and that those benefits will not be taxed.

The House approved a bill on July 21 allowing the old age and survivors' trust fund to borrow $9 billion from the disability trust fund during 1980 and 1981. Without such transfers, under current economic assumptions the trust fund providing retirement benefits would not have had enough money to make full payments starting in late 1981. The Senate approved similar legislation as part of its budget reconciliation package. NEA supported the interfund transfers.

Also on July 21, the House approved, by a vote of 384-1, a "sense of Congress" resolution pledging not to tax Social Security benefits. An advisory council had recommended that such benefits be included as taxable income for federal tax purposes. NEA has vigorously opposed the taxation of Social Security benefits.

Meanwhile, an NEA-backed bill (HR 5295) to correct inequities in application of the retirement earnings test is awaiting action by the Senate. The measure, which would restore millions of dollars in retirement benefits to teachers hit by retroactive application of a 1977 law, passed the House by 383-0 last December.

And the Social Security Subcommittee in the House has begun field hearings (*see photo*) to gather input from the public about problems that need correcting when Congress next revises the Social Security law.

Karen Darner (far right), an Arlington, Va., speech teacher, testifies on women's issues in Social Security during a field hearing of the House Ways and Means Social Security Subcommittee. Darner urged repeal of the government pension offset, which will reduce spouses' benefits for teachers not covered by Social Security. Rep. Joseph Fisher (D-Va.), far left, is sponsor of a bill to repeal the offset. Next to him is Rep. J. J. Pickle (D-Tex.), who chairs the subcommittee.

CAMPAIGN 80

NEA helps shape Democratic platform

NEW YORK CITY—As we go to press, a total of 464 NEA members from every state and Puerto Rico are arriving here as delegates and alternates to the Democratic National Convention. They are by far the largest single organizational contingent, outnumbering even the biggest state delegations.

NEA teachers account for about one of every seven delegates pledged to President Carter. NEA's Political Action Committee (NEA-PAC) is providing financial assistance to help teacher delegates defray convention expenses. A full report on NEA's role in the convention decision-making will appear in next month's *Reporter*.

In addition to their remarkable success in getting elected as delegates this year, teachers have had unprecedented impact on all the other political processes leading up to the convention. Five NEA members serve on the Democratic Rules Committee, and another 11 are on the Platform Committee. As drafted, the 1980 Democratic platform devotes nearly 3,000 words to education—words written by the human needs task force, nine of whose 34 members were teachers, including chairperson Alice McDonald of Louisville, Ky.

The proposed platform pledges "a steady increase in federal support" of public schools and opposes tuition tax credits. It supports public employee collective bargaining, education of the handicapped, teacher centers, vocational/technical education, truth in testing, impact aid, and the preservation of the historically black colleges. It also includes a strong plank favoring ratification of the Equal Rights Amendment.

Testifying before the Democratic Platform Committee this summer, NEA President Willard McGuire asks that the platform include a plank supporting a greater federal share in the costs of public education. McGuire sought unsuccessfully to testify before the Republican Platform Committee as well.

Get-out-the-vote drive planned for fall

WASHINGTON, D.C.—Realizing that a heavy turnout at the polls by NEA's 1.8 million members could make the difference in a close Presidential election, the National Education Association and its affiliates across the country have launched a massive internal get-out-the-vote drive.

The drive takes the form of a simple Member Contact Program, involving one volunteer for every 25 association members. Leaders of NEA's 11,500 local affiliates received packets of materials over the summer to help teacher volunteers survey members, discuss the election issues, supply information to those who want it, and remind supporters to vote on November 4 to keep education a top national priority.

Explains NEA President Willard McGuire, "The issues dividing the two 1980 Presidential candidates and their parties are critical, and the distance between the two camps is enormous. A study of the two parties' platforms, and especially of the education-related planks, makes it clear that the future of universal, tuition-free public education in our country is at stake in this election. The Member Contact Program will help us remind every teacher in America to practice what we teach our students: that the health and survival of a democracy depend on full participation in the political process by all citizens."

Assistance in carrying out the Member Contact Program is available from state association political affairs offices.

Teacher delegates form small contingent at GOP convention

DETROIT—Some 25 NEA members attended the Republican National Convention here in July as delegates and alternates—less than half the number that participated in the GOP convention in 1976. Hundreds of other teachers sought delegate status this year but were shut out by the closed delegate selection process.

While teachers had minimal impact on a convention totally controlled by the Republican Party's conservative wing, some 500 NEA/Michigan Education Association members were highly visible at the huge outdoor rally protesting the GOP's withdrawal of its historic platform support for the Equal Rights Amendment.

The 1980 platform, which Republican nominees Ronald Reagan and George Bush both enthusiastically pledged to support, promises efforts to eliminate the U.S. Department of Education, pass tuition tax credits to funnel federal money into private education, end IRS regulation of private schools, halt busing to achieve integration, pass legislation to legalize prayer in schools and other public facilities, defeat national health insurance, and end "agency shop" fees. It also calls for politicizing the courts—trying to make opposition to abortion a criterion for the appointment of federal judges.

A survey of the delegates here showed that 43 percent had family incomes of over $50,000, 70 percent were male, more than half were age 50 or older, three out of four were Protestant, and only 17 percent described themselves as politically moderate to liberal.

NEA President Willard McGuire (standing) caucuses with teacher delegates during GOP convention in Detroit.

WEST VIRGINIA:
Political action shakes state power structure

CHARLESTON—A political push by West Virginia teachers, mine workers, and other union members during the June primary elections succeeded in defeating the three top-ranking state senators seeking renomination. Political reporters here have hailed the coalition's success as the possible beginning of a new era of people-oriented political power for West Virginia.

The defeated senate president had been in the legislature for 28 years; the majority whip had served 20 years, and the finance committee chair 12 years. In their place, three pro-education and pro-labor candidates were nominated. WVEA member Jean Scott Chace, a teacher at Lewis County High School, was one of the successful candidates, defeating the majority whip by fewer than 20 votes out of more than 20,000 cast.

The West Virginia Education Association (WVEA) Political Action Council and its local councils coordinated efforts with those of the miners and other unions. United Mine Workers International President Sam Church and WVEA President Ermalee Boice conducted several joint rallies for miners and teachers in the southern part of the state.

CAMPAIGN 80

Backed by a massive teacher political action effort, DFL candidate Gene Wenstrom is challenging a dyed-in-the-wool conservative incumbent for a seat in Minnesota's congressional delegation.

MINNESOTA:
Teachers give their all to Wenstrom campaign

ELBOW LAKE—Teachers here in northwestern Minnesota are going all out to elect Gene Wenstrom to the U.S. House of Representatives. In all 28 counties of the state's huge but sparsely populated 7th congressional district, Minnesota Education Association/NEA members are distributing literature, making phone calls, campaigning door to door, staffing Democratic booths at county fairs, and selling tickets to fundraisers for their endorsed candidate.

Voters will have a clear-cut choice in November, says teacher campaign activist Darwin Boutiette, who teaches anthropology and political science in Thief River Falls. Wenstrom, 33, a former teacher and state legislator, has a record that reflects teacher concerns, Boutiette points out, citing support for the Equal Rights Amendment, public employee collective bargaining legislation, and one-third federal funding of education as examples.

The incumbent, Republican Arlan Stangeland, is considered a 100 percent New Right conservative who views defense as his only real issue. Boutiette characterizes Stangeland's voting record in Congress as "not just negative, but actively *hostile* toward education." Consistently supporting education funding cuts, Stangeland has voted against student financial aid and summer nutrition programs, opposed the creation of the Department of Education, and voted against creating a program to detect and remove cancer-causing asbestos from school buildings.

This is Gene Wenstrom's second bid for the congressional seat. He lost to Stangeland by a narrow margin in 1978, the year the Republican Party swept most Minnesota races. This fall, if teachers have anything to say about it, things should be different.

OREGON:
Teachers oust an education foe

PORTLAND—The defeat of a fifth-term member of Congress in the Democratic primary here in May is testimony to the political potency of Oregon teachers. With the backing of the Portland Association of Teachers (PAT), the Oregon Education Association (OEA), and the National Education Association (NEA), political neophyte Ron Wyden outpolled incumbent Rep. Bob Duncan by a 3-to-2 margin.

According to Glenn Hill, PAT president, Duncan had enjoyed teacher support for most of his term—until he began backsliding on some key issues. One was his opposition to creation of the Department of Education.

When the OEA held its endorsement convention in April, both the incumbent and challenger Wyden, a 31-year-old community organizer, were invited to discuss their candidacies. Besides favoring a Department of Education, Wyden also advocates federal collective bargaining legislation, one-third federal funding of education, national health insurance, and the development of a national energy policy. The delegates voted to endorse Wyden.

The Portland association immediately pitched in to help his campaign, which was also being supported by the Grey Panthers, a group Wyden had helped organize. Teacher members campaigned door to door and launched an intense get-out-the-vote drive. Teacher support became highly visible to the public when Barb Donin, past president of the Portland local, appeared in one of Wyden's TV ads. The ad criticized Duncan's support of a huge congressional pay boost—an increase larger than the total salary of the average Oregon teacher—in light of his opposition to the Department of Education on grounds that it would "squander money."

"Our victory should give hope to other teacher associations who feel they can't win against entrenched incumbents," Donin says. "With a qualified candidate, a campaign organization, and local, state, and national association support, it can be done."

Teachers are continuing their efforts this fall for Wyden's contest against the Republican challenger.

Ron Wyden (left), candidate for Congress in Oregon's third district, thanks Glenn Hill and Lois Okrasinski, leaders of the Portland Association of Teachers, for their help in his upset win in the Democratic primary.

A SPECIAL APPEAL

NEA's Political Action Committee (NEA-PAC) is in urgent need of contributions to help elect pro-education candidates in this fall's critical congressional races. Volunteer nuts-and-bolts campaign work (as highlighted elsewhere on this page) is vital, but in an age of media campaigning, winning an election takes dollars too—lots of them.

Many NEA-PAC-endorsed candidates—incumbents and challengers alike—face stiff competition from opponents who are openly hostile to the legislative goals of NEA and teachers—opponents whose campaigns are well financed by corporate PACs and ultraconservative groups. With moves afoot once again for Congress to provide tuition tax credits for private elementary and secondary schools, the very survival of America's public school system may well depend on how many friends and advocates of public education we can elect or reelect to the U.S. Senate and House of Representatives in November.

But as we head into the fall campaign crunch, NEA's political action arm is critically short of money. We need your help. Please take a moment now to write out a check to NEA-PAC for $2, $5, or whatever amount you can give, and mail it to NEA-PAC, 1201 16th Street, N.W., Washington, DC 20036.

Thank you.

Willard H. McGuire

Willard H. McGuire
President, NEA; chair, NEA-PAC

The National Education Association Political Action Committee (NEA-PAC) collects contributions from association members and uses those contributions to help elect friends of education to federal office. Contributions to NEA-PAC are voluntary and are not a condition of membership in the NEA. A member may contribute any amount he or she wishes, or may refuse to make any contribution, and this will not affect his or her membership status, rights, or benefits in the NEA or any of its affiliates.

Federal law prohibits NEA-PAC from receiving contributions from other than members of the NEA and their immediate families. All other contributions will be returned.

NOW OR NEVER

NEA INTENSIFIES ERA PUSH

ERA would add these words to the Constitution:

'Equality of rights under the law shall not be denied or abridged by the United States or any state on account of sex.'

Prior to serving as a top Carter White House aide, Linda Tarr-Whelan was administrative director of the New York State Department of Labor, and New York State area director for the American Federation of State, County and Municipal Employees. She now heads the National Education Association's stepped-up drive to ratify the Equal Rights Amendment.

WASHINGTON, D.C.—Taking charge of a renewed, high-powered drive by the National Education Association to achieve ratification of the Equal Rights Amendment is Linda Tarr-Whelan, former deputy assistant to President Carter in the White House Office of Women's Concerns.

Appointed in July as a special assistant to NEA Executive Director Terry Herndon, Tarr-Whelan will be responsible for stimulating and coordinating imaginative state-national association strategies to win ERA approval in three more states by the June 30, 1982, deadline. "We will spare no effort and exploit every possible opportunity to achieve the desired outcome in the next two years," Herndon said in announcing the appointment.

As Linda assumed her new role this summer, we asked her to share her thoughts on ERA and the NEA effort.

REPORTER: What will be the major elements of the NEA push to get the Equal Rights Amendment ratified?

TARR-WHELAN: I'm coming on in midstream, really. NEA's ERA priority program has been in effect since the 1979 Representative Assembly, when a new business item was introduced by the Women's Caucus and passed by the delegates. An ERA staff task force was established, which was chaired by NEA Assistant Executive Director Don Cameron. State affiliates came in last year with proposals for how to get ERA passed in their legislatures, and the NEA funded five states with grants.

The task force met again in May of this year and recommended that someone be hired at the executive level to provide a national focus and coordination for all ERA activities. I will be working with the unratified states to develop proposals for passage of the ERA. Those state affiliate efforts will be coordinated with those of coalitions and other groups. NEA has forged ahead to say, "1982 is very close, and ERA has got to be our top priority for this period of time or we're going to lose it."

REPORTER: So the onus is really on NEA's state affiliates at this point?

TARR-WHELAN: It must be a *partnership* between NEA and the state associations. It is the state people who deal with the legislators all the time. ERA must have the priority that assures that votes will not be traded, and that legislators given association endorsements are pro-ERA. Otherwise, ERA is not an association priority, no matter what anybody calls it.

REPORTER: In this election year, will the primary focus of your efforts be on trying to defeat anti-ERA incumbents?

TARR-WHELAN: Legislators who are pro-education in general are most often pro-ERA as well, and there will be major efforts to elect them in November. The ERA effort will then focus more on putting together a legislative *strategy*. The emphasis from this office will be on assistance to our state associations in building lobbying clout and educating people on the importance of ERA. Teachers' political strength has to carry over to the point of saying, "This is our most important issue right now. How can we put this together with the governor and legislative leaders so that we have a winning package in the legislature?"

The women's movement has fought by itself for ERA for a long, long time. Women's organizations have never had legislative clout at the state level. They have been single-issue oriented, without any other issue to trade on. The coalitions frequently did not look like a viable legislative force, and ERA suffered.

But with the NEA taking leadership on this, with churches and civil rights organizations and labor unions and the National Business Council and a whole variety of broad-based constituencies, we're sending a message to the legislators that says, "This is not just a women's issue—this is a human rights issue; this is a civil rights issue; this is real important business. We are serious—ERA must be passed."

REPORTER: What is your reaction to the Republican Party's abandoning of ERA support in its 1980 platform?

TARR-WHELAN: Outrage. The Republican convention made us realize that the opposition to ERA is not just a few women under the direction of Phyllis Schlafly, but a dedicated and well-funded majority of the Republican Party.

REPORTER: How much effect will the platform have on future ERA votes of state legislators?

TARR-WHELAN: Well, for the first time the Equal Rights Amendment has become a partisan issue. It has been a bipartisan issue through six or seven presidencies. If it's going to be seen as a partisan issue, then we'll take it on and win it as a partisan issue. I think the Republican Party made a mistake in cutting it out of the platform, because passage of ERA has the clear support of the majority of Americans.

REPORTER: Why is ratification taking so long?

TARR-WHELAN: Things went along very well from 1972, when Congress passed the ERA, until 1976, when we started to fall backward. The opposition became very organized, and the whole thrust changed. Instead of supporters moving forward and getting it passed, the opposition began to grow, to strengthen itself. Last year opponents spent about three times what the proponents spent.

Secondly, legislators who have voted on an issue a number of times become resistant and locked into their positions. By the time you've voted on something three times, even if you *want* to change, it's a major proposition. It takes a variety of approaches to deal with different legislators, to get them to think about the real reasons why the ERA is necessary—for education, for homemakers, for civil rights. It clearly takes political strength as well as moral righteousness to get ERA passed.

Another problem has been that groups in favor of the ERA have not necessarily worked well together—or worked together at all. Some states have as many as three coalitions right now working on the ERA. Some national organizations don't speak to other national organizations. We have to reach out and find ways to work together because no single organization, no single President of the United States, no single individual can get ERA ratified.

Time is very short; 1982 is just around the corner. This coming year will be the last time legislatures will be in session in all the unratified states.

REPORTER: Is there any way NEA members in <u>ratified</u> states can help to win the ERA?

TARR-WHELAN: We all have a stake in ratification; the 35 states that have ratified are part of an unratified country. Ratified states will be asked to help raise the funds to support pro-ERA candidates in the unratified states. Several state associations have already volunteered to help in this effort.

REPORTER: What would you say to teachers who might not favor ratification of the Equal Rights Amendment?

TARR-WHELAN: They certainly have every right to disagree, of course, but I would ask them to look at the three major reasons why we need the ERA. We need it because women are not now guaranteed simple justice under the Constitution—we're not covered in the same way as men. If we were, we would not have needed an amendment to the Constitution to be able to vote. We would have been voting from the time the country started.

See ERA PUSH, page 18

WANT TO HELP?

Yes, I want to get involved in NEA's efforts to ratify the Equal Rights Amendment. Please put me on your list of people—in ratified as well as unratified states—who are willing to help.

____
name

____
street address

____
city **state** **zip**

( ) ____
telephone

Return to: Linda Tarr-Whelan, NEA Executive Office, 1201 16th St., N.W. Washington, DC 20036.

CARTER WINS OFFICIAL NEA ENDORSEMENT

President Carter:

You and I have worked as partners

The heart of our democracy, as you well know, is universal, strong, free public education, and the heart of that education system is the teacher. . . . You and I have worked as partners in the full knowledge that if we fail, so does the basic ideal of our country, the ideal of equal opportunity and the ideal of enlightened democracy. In the last decade schools have reaped the whirlwind of public discontent and social unrest. Many people blame teachers for this discontent and unrest, and they expect the schools to solve problems where sometimes all other institutions have failed.

In the most important, constructive social change of our lifetime, the elimination of legal and de facto discrimination in our schools, the churches failed, the courts failed, the Congress failed, local and state officials failed, the communities failed, and who succeeded? The teachers of this country, and I thank you for it.

LOS ANGELES—By a secret ballot vote of 5,535 to 1,654, delegates to the NEA Representative Assembly, meeting here in early July, gave President Jimmy Carter NEA's endorsement for reelection.

They were balloting—prior to either political party's nominating convention—under "Option II" of the NEA Presidential endorsement procedure adopted in 1978, which states, "Representative Assembly delegates may vote during the annual meeting to endorse an incumbent U.S. President for reelection. . . . An endorsement of this type would require 58 percent of those voting." The actual tally was 77 percent in favor of the Carter endorsement.

In his address to NEA's highest policy-making body, President Carter said he is seeking a partnership with teachers to address the problems facing the country. "I call on you today to reaffirm our joint commitment to the realization of our principles, which we share in action. . . . In you, the members of the NEA, I see the spirit of building, the spirit of pulling together."

President Carter also received NEA's 1980 Friend of Education Award. Making the presentation, NEA President Willard McGuire said,

"In the face of perplexing economic distortions, President Carter has requested unprecedented federal appropriations for education, recognizing that the key to fiscal recovery is the education and training of a skilled and versatile populace.

"In the face of heated opposition, he persisted with us in the historic and victorious effort to establish a cabinet-level Department of Education, so that for the first time in this nation's history there is a voice for education at the highest level of government.

"Under his leadership, Congress has made significant improvements in elementary and secondary education, enacted the Middle Income Student Assistance Act, which enables more young people to pursue higher education, and is now at work on the extension and expansion of other education programs and the creation of a new youth development program."

Carter's statements on national policy goals—including a pledge to press even harder for federal education financing and the improvement of teacher working conditions—won repeated applause and cheers from the delegates. In a breakthrough for NEA and its goal of a federal collective bargaining law, the President announced,

"I have authorized an interagency study that will report to me on how teachers' salaries and conditions affect the quality of education and what government can do in a proper and legitimate way at all levels, so that we can have constructive alternatives to strikes and to work stoppages by meeting the legitimate needs and requirements of the teachers of this country."

See SPEAKERS, page 13

Delegates set NEA policies

LOS ANGELES—Delegates to NEA's 59th Representative Assembly voted to adopt about half of the 108 items of new business submitted to them. Key items direct NEA to—

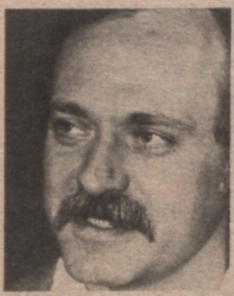
- Investigate state teacher **pension funds** and seek federal legislation ensuring at least parity with private pension funds.
- Investigate the possibility of procuring **income protection insurance** for NEA members during strikes.
- Press Congress to authorize at least one federally funded and teacher controlled **teacher center** in each of the nation's 435 congressional districts.
- Vigorously oppose any efforts to weaken or destroy the **Department of Education.**
- Develop a program to help teachers develop skills and attitudes necessary to combat student behavior that reflects **prejudice and discrimination** of any kind, including that demonstrated by the resurgence of the Ku Klux Klan and neo-Nazi and other extremist groups.
- Oppose **right-to-work laws** and help educate the public about the real effect of such laws.
- Promote collective bargaining rights for professionally certified **substitute teachers.**
- Lobby the Federal Communications Commission to have the content of **alcoholic beverage commercials** presented in a more realistic context.
- Urge affiliates to seek legislation to protect school employees from liability in administering or declining to administer **medication** to students.
- Maintain a regular dialogue with the broadcasting networks on the negative effect of **exploitative films** featuring racial, ethnic, and sexual stereotypes.
- Initiate federal legislation to improve and expand **child care facilities.**
- Study and make recommendations on the impact of recent advances in **instructional technology** on the classroom and the teacher.
- Explore ways to help NEA members who are **military veterans** to overcome discrimination in pension benefits and other rights.
- Actively lobby the U.S. Congress to repeal the **Hyde Amendment,** which prohibits use of federal money to fund abortions.
- Introduce at the August meeting of the World Confederation of Organizations of the Teaching Profession a resolution urging the peaceful resolution of U.S.-Iranian differences and urging WCOTP member nations to apply pressure to their governments to secure immediate and safe release of all **American hostages** in Iran.
- Study the use of **electronic devices** by school systems to see if teachers' human, civil, or privacy rights are being violated, and make recommendations to combat any abuse.
- Reject as unacceptable the **federal wage guidelines** of 7.5 to 9.5 percent and urge affiliates to demand "catch-up" salaries to offset the effects of inflation.
- Establish a means of honoring persons who produce **educational research** of notable value to teachers.
- Seek to amend recent congressional action denying women the responsibility to **register for the draft.**
- Encourage and help each state affiliate to develop a comprehensive **membership** recruitment, membership maintenance, and bargaining rights "take-back" plan for implementation during 1981-82.

NEA ROVING REPORTER

Delegates to the NEA annual meeting, July 1-6 in Los Angeles, were asked, "How do you personally feel about NEA's endorsement of President Carter?"

Mary Lewis, English, Southern Junior High School, Somerville, Mass.

I think the NEA has worked really hard in the political arena to get the President to recognize the NEA. This is the year that it worked. I was very impressed having the President come to the convention and give a long, well prepared delivery to the delegates. I don't think it would have served any purpose at all for Carter not to have gotten the endorsement.



Ronald Klene, government, Lawrence North High School, Indianapolis, Ind.

"That's the only way we can go. If you have a friend, you don't just turn around and injure that friend. He has a proven record and he's the man who should be supported. It should be clear-cut support."

Lula Harris, preschool, Marvin Avenue Children's Center, Los Angeles, Calif.

"I have no personal politics when it comes to friends of education. If it's of benefit to what I'm doing, it's good."

Joe Eddings, industrial arts, Madison High School, Madison Heights, Mich.

"I have mixed feelings about it. I voted to endorse Carter. I know there are people who don't like to see the convention endorse a candidate. But for those who are not sure who they want to vote for, I think it's of value for them to know a majority has endorsed a particular candidate. Carter's not the ideal individual, but he's better than the other men."

Lois Fisher, elementary reading, St. Monica Elementary School, Kalamazoo, Mich.

"Mr. Carter has done some very positive things for education. The other candidates have not had as good positions or stands on educational issues. I think he would be the best choice."

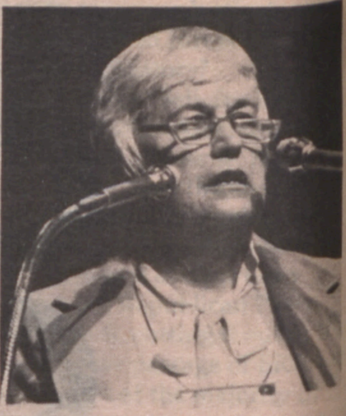
Margaret Sanders, general business, Paul Knox Junior High School, North Augusta, S.C.

"I am a recent convert to endorsements. I think I am going to support Jimmy Carter for president, although I am a Republican in almost everything else. I will support him because of the endorsement and because of education and educational issues."

Donald Davis, chemistry, Jack Yates Senior High School, Houston, Texas

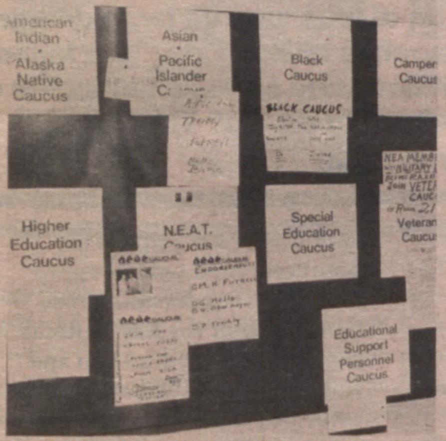
"I loved the vote to endorse Carter."

NEA President Willard McGuire presents the 1980 Friend of Education Award to President Carter in recognition of his "significant and productive leadership in directing the nation's energies toward improving its schools."



Welcoming almost 8,000 NEA delegates from around the U.S. to the City of the Angels, UTP-Los Angeles President Lorraine Farquhar notes that the city's 32,000 teachers face serious problems on a number of fronts, including school violence, voucher plans, desegregation, and attacks on school finance. Many Los Angeles teachers accepted an open invitation to observe the NEA annual meeting.

Bursting into song, the Florida delegation demonstrates its affection for Governor Bob Graham as he appears on stage to address the Representative Assembly. Graham, who credits teacher political action for his come-from-behind election win in 1978, has proved a staunch friend of education.



Each state delegation caucused every morning during the Representative Assembly. In addition, 13 special interest caucuses attracted delegates from across the country. These caucuses, which have grown more active each year, endorse candidates for NEA office and lobby for or against measures of particular concern to women, ethnic minorities, veterans, and other NEA constituencies.

"We're beginning to suspect that much of the hostility toward schools and teachers—and taxes—is really hostility toward youth," NEA Executive Director Terry Herndon told reporters at a news conference during the Los Angeles meeting. "America may be developing a white, affluent, adult, suburban culture that's afraid of its own youth—and especially of minority, urban, so-called 'hopeless' kids. We must somehow rekindle adult America's confidence in its young people."

Assembly adopts resolutions for 1980-81

LOS ANGELES—The 1980 Representative Assembly adopted the 166 NEA resolutions that appear on pages 9-12. Figures in parentheses after each resolution indicate the years when it was first adopted and last amended. When only one year is listed, it indicates that no revisions have been made since the resolution was first adopted.

Previously, *proposed* resolutions have been printed in the REPORTER after the spring meeting of the Resolutions Committee, giving NEA members several weeks to consider and comment on them prior to Representative Assembly action. This year the Committee decided it would be more appropriate to print *adopted* resolutions in the fall, so that all NEA members will have a longer opportunity to review them.

If you have a question about the resolutions or would like to propose an alteration for next year, please write to a member of the Resolutions Committee, in care of your state association, before March 1, 1981. Committee members are:

Alabama—Charles Nunnelee, Eunice Horton; **Alaska**—Michael Carson; **Arizona**—Avis B. Albright, William Scribner; **Arkansas**—Linda Pondexter; **California**—Joan Acosta, Jack Caselles, Wilma E. Wittman, Betsy Haaker, Wilhelmina "Pat" Ryan, Michael Rothschild, Jess D. Tabasa, Wynn Anderson, Pat Walden; **Colorado**—Jeanne Brooks, Mildred Gamble; **Connecticut**—John Pelchat, John Williams; **Delaware**—William W. Hutchison, Jr.; **District of Columbia**—George Zachariah; **Florida**—Ulysses Floyd, Gail Husbands; **Georgia**—William J. Overton, Julia Wright; **Hawaii**—Irvin Sasaki; **Idaho**—Janie Nirk; **Illinois**—Judy Buchta Ilgen, Marge Harmon, Bill McGee.

Indiana—Linda Hogan, George A. Houk, Mike Zulich; **Iowa**—Marcia J. Mendenhall, Tony Vander Zyl; **Kansas**—Harry Peterson, Jr., Fran Raines; **Kentucky**—Bettyruth Bruington, James E. Goodwin; **Louisiana**—Raymond Green, Montee W. Milner; **Maine**—Mildred Black; **Maryland**—Carl Lancaster, Phyllis Robinson; **Massachusetts**—David E. Geikie, W. Barry McNiff, Linore C. Sizemore, Bernard Shea; **Michigan**—Lois Fisher, Karen Bunting, Opal Harris, Marian McCracken, Jack Minore; **Minnesota**—Tom Claseman, Edith Etter, Larry Gifford; **Mississippi**—Vera R. Butcher; **Missouri**—Tom Bennett; **Montana**—Carole A. Farlin.

Nebraska—Roger Hans Larsen; **Nevada**—Ivy Owen Dixon; **New Hampshire**—Katherine Fowler; **New Jersey**—Ruth M. Buehrer, Katherine McEachern, Laura R. Maltman, Ira Moss, Rosemary Walters; **New Mexico**—Dorris Yarbro; **New York**—Al Coppola, Barbara Reed; **North Carolina**—Cecil Banks, Herbert Dark, Peter Toggerson; **North Dakota**—Peggy Donahe; **Ohio**—Anna Lea Barry, Patricia Chavis, Rod Hineman, Judith Stewart, James Tucker; **Oklahoma**—Nancy Jewell, Jane Knowles; **Oregon**—Dave Conklin, Ray Johnson; **Overseas**—Mary Coughlin; **Pennsylvania**—Anthony DiBiase, Joseph M. Goetz, Jr., Annabella M. Halas, Arlene H. Mitchell, Judy Volk; **Puerto Rico**—Héctor Laguerre.

Rhode Island—Sylvia Blanda; **South Carolina**—Earl Reuben; **South Dakota**—Marian Barnard; **Tennessee**—Phyllis Boyd, Ruth Cage, John David Phillips; **Texas**—LaBeth Pondish, Guy Davis, Bobbie Duncan, Mary Lee Grabowske, Fred Reininger, J. R. Smith; **Utah**—Jack S. Suekawa; **Vermont**—Jim Provost; **Virginia**—Chester L. Boyd, Jr., Eloise Clark, Jay Weisman; **Washington**—Annette Barca, Karen Knutzen, Ed Sprague; **West Virginia**—Charles Moses; **Wisconsin**—Bonnie Foss, Ken Oudenhoven, Nadine Sieber; **Wyoming**—Robert Leathers; **Student-NEA**—Jim Henley, Mike Kendall, Jeff Wornum.

NEA Resolutions, 1980-81

THE RESOLUTIONS OF THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

FOREWORD

The Constitution of the National Education Association indicates that the goals of the Association shall be the nine goals stated in the PREAMBLE. These goals are, therefore, regularly set forth in a statement of resolutions adopted by the Representative Assembly.

Resolution is defined as a formal expression of opinion, intent, belief, or position of the Association adopted by the Representative Assembly and providing the direction in which the Association should be moving.

In addition to policy set by resolution, the Assembly may adopt items of new business. Standing Rule 6(K) states: "New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application."

A. SERVE AS THE NATIONAL VOICE FOR EDUCATION

A-1. Educational Opportunity for All—The National Education Association believes that education should be provided from early childhood through adulthood, be suited to the needs of the individual, be nonsegregated, be offered beyond the traditional school day and school year, be required through the secondary school, be offered at public expense, and be guaranteed by the Constitution of the United States.

The Association further believes the individual also must be free to choose, to supplement, or to substitute education in privately supported, nonsegregated, nonpublic schools. The Association also believes public and nonpublic schools should be accredited under uniform standards established by the appropriate state agency.

The Association further urges its affiliates to seek legislation that eliminates tax-exempt status for those institutions established solely to avoid integration. (69, 80)

A-2. Public Education—The National Education Association believes that the priceless heritage of free public educational opportunities for every American must be preserved and strengthened.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education that prepares its citizens to—

a. Use the English language properly in written and oral communications

b. Compute effectively enough to ensure their ability to procure and/or dispense services and materials necessary to their health and general well-being

c. Exercise attitudes of good citizenship and societal productivity

d. Appreciate the aesthetic and moral qualities of life

e. Formulate values for their lives that will lead to continual growth and self-fulfillment.

The Association urges its state and local affiliates to intensify their efforts to maintain and strengthen comprehensive programs of education that aspire to these goals. Viable systems of free public education require such programs, and any movement that would restrict or restrain their implementation will be opposed by the Association. (69, 79)

A-3. Educational Neglect—The National Education Association believes that many schools are in crisis, evidenced by decay, neglect, and continuing deterioration. These schools must be provided with higher-than-average per pupil financial allocations to increase staff, buildings, and instructional material. Massive financial support is required to provide quality education. Organizational patterns must be developed which effectively involve parents, teachers, and students.

The Association urges its affiliates to initiate programs which strengthen and enhance the education provided by these schools. It believes its affiliates are uniquely able to design programs to inform and assist teachers in such schools. Continuous communication and involvement with community groups are keys to the success of such programs. (69, 76)

A-4. Environmental Education—The National Education Association believes the nation's priorities must include the protection of our environment. It urges the development and improvement of federal legislation, programs, and appropriations that provide education—

a. To understand the proper use, stewardship, and preservation of a viable environment

b. To promote an understanding of the necessity to protect endangered, threatened, and rare species

c. To reduce pollution significantly

d. To promote an understanding by students and the public of the effects of past, present, and future population growth patterns on world civilization and human survival

e. To promote the establishment and management of federal Wilderness Areas, Recreational Areas, and Refuge Areas, in order to educate students to the concept of the compatibility of humanity and nature.

The Association urges its affiliates to support environmental programs in school systems for grades K through adult.

The Association encourages local affiliates to establish procedures to assure that policies and practices adopted by governing boards are consistent with environmental concerns. (73, 80)

A-5. Decentralization in Large Cities—The National Education Association believes that the educational decision-making process must be as close as possible to the citizens and professional staffs directly served by, or involved in, local communities within the cities and recommends decentralization in large cities.

The Association endorses the concept of elected boards of education within large cities. The appropriate delineation of authority and power between a central city board of education and the community boards within the city is a critical factor in ensuring the success of decentralization. Such delineation will inevitably vary from city to city based upon local circumstances, custom, state law, immediate needs, and historical precedent. Precedent and custom, however, must not be allowed to stand in the way of establishing smaller and more viable units of school governance and administration which will make large city schools more responsive and accountable to the various groups they must serve

The Association also believes that elected community boards of education must possess clearly defined authority in the areas of curriculum, educational materials, school program, and personnel, with negotiation rights and procedural due process guarantees for the educators of the city. (69)

A-6. Public Understanding and Support of Education—The National Education Association recognizes the responsibility of the united teaching organization to promote public understanding and support of education and educators and to encourage wide public and parental participation in solving education's problems. It also recognizes its responsibility to publicize adverse educational conditions and to support its affiliates in attempts to improve conditions in their districts.

The Association also believes that there must be a representative board of education, elected by the citizens, in each school district, which also has a responsibility to promote public understanding of the schools. (69, 80)

A-7. Mass Media*—The National Education Association recognizes the total educative effect of the communications media, whose obligations should be to provide full, constructive, and accurate presentations. The Association supports the media and their right to protect information and sources of information from mandated disclosures and search and seizure.

The Association recognizes that children are an especially vulnerable audience who must be protected from violent television programming, race and sex stereotypes, and exploitation by advertisers. It encourages advertisers, broadcasters, and parents to promote a variety of materials of the highest caliber for children of all ages to help them to become intelligently critical viewers, listeners, and readers.

The Association urges its affiliates to establish media study committees to monitor media activities; to provide research material and training to teachers; and to promote positive, educational programming. The Association further urges its affiliates and members to recommend to parents that they monitor and limit television viewing. (69, 80)

A-8. Organizations of Other Nations—The National Education Association believes that a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. The Association actively supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations of other nations. (69)

A-9. World Hunger—The National Education Association believes educators must teach the facts of world hunger and malnutrition and must help students develop the capacity and the commitment to resolve these problems.

The Association deplores those conditions that result in gross inequities in the distribution of present food supplies.

The Association calls upon our government to cooperate with world leaders to remove the natural and political obstacles that impede efforts to increase food production while respecting the ecology of the area. (75, 79)

A-10. Deleterious Programs—The National Education Association believes the following programs and practices are detrimental to public education and must be eliminated by the united teaching organization: performance contracting; tax credits for tuition to private and parochial schools; voucher plans; planned program budgeting systems (PPBS); and evaluations by private, profit-making groups.

The Association also believes that other tax credit programs, management by objective systems, and revenue sharing programs have at times been implemented in ways that are harmful to public education. It therefore calls for a monitoring of such programs and a concerted effort by the united teaching organization to prevent such abuses. (74, 79)

A-11. Cable Television—The National Education Association believes that expanding cable television (CATV) technology should provide telecommunications services to education. Federal regulations should guarantee the reservation of at least 20 percent of the channel capacity of CATV systems in each community for educational and other public purposes.

The Association urges its affiliates to monitor community franchises and to support provisions by municipalities to set aside a percentage of the franchise for school and public access programming

The Association encourages local affiliates to develop educational and public information programs and to increase the use of educational access channels to promote better understanding of education within their communities. (70, 76)

A-12. Public Broadcasting Services and National Public Radio—The National Education Association believes that Public Broadcasting Services (PBS Television) and National Public Radio (NPR) can have a positive impact on the educational process. The Association urges its affiliates to become involved in the producing, programming, and utilization of PBS and NPR broadcasts. The Association urges the enactment of legislation that provides financial support for public broadcasting. (75)

A-13. Media Legislation in the Public Interest—The National Education Association opposes legislation to release the broadcasting industry from the requirements of serving the public interest.

The Association supports those public interest groups that work for responsible reform of the Communications Act of 1934 and for media legislation in the public interest. It urges its state and local affiliates to express their concerns to their representatives in the United States Congress. (78)

A-14. Voucher Plans—The National Education Association believes that voucher plans under which education is financed by federal, state, or local grants to parents, schools, or school systems could lead to racial, economic, and social isolation of children and weaken or destroy the public school system.

The Association urges the enactment of federal and state legislation prohibiting voucher feasibility studies and the establishment of voucher plans and calls upon its affiliates to seek from members of Congress and state legislatures support for this legislation. (70, 80)

A-15. Rural Education—The National Education Association believes that rural areas contain a range of conditions which make them unique and urges development of programs which recognize and deal with rural areas. It recognizes that equal per pupil funding may not provide equal education. The Association further urges its affiliates to support equal educational programs and the equitable funding of such programs. Neither shall be dependent on geographical location and/or density of population.

The Association and its affiliates should encourage institutions of higher education and state agencies to promote training of personnel which will reflect the special needs and problems of rural teachers.

The Association recognizes that consolidation of rural school attendance areas is not necessarily the answer to rural educational problems. (76, 79)

A-16. Urban Development—The National Education Association believes that professional organizations should be concerned about the quality of life in our cities and should advocate policies or programs concerning land use, zoning, urban development, economic growth, mass transit, rent subsidy, or other issues vitally affecting patterns of community development and subsequently the quality of education in our schools. The Association supports the utilization for educational purposes of all tax increment funds from urban renewal project areas when those funds normally intended for educational purposes are diverted to renewal projects. (74, 76)

A-17. Energy Programs—The National Education Association believes that a national energy policy must be established that would reflect the efficient use of energy from all sources, urge research to develop new sources of energy, stress rapid development of renewable energy sources, and promote conservation. The Association supports establishment of education programs to increase public understanding of energy and alternative energy sources.

The Association also urges its affiliates to support legislation that would ensure public schools' operating during the school year and encourages new energy sources and efficient design in the renovation and construction of schools.

The Association supports programs that would educate the public to the dangers and benefits of nuclear power and the problems of nuclear waste disposal.

The Association further believes that the people of a state should make the final determination as to whether or not nuclear waste shall be buried within their state boundaries.

The Association further urges the development and utilization of new technologies that may provide for the safe transport and disposal of nuclear wastes.

The Association further urges its affiliates to support March 21 as "National Energy Education Day" and to encourage energy education programs in public schools at all grade levels. (77, 80)

A-18. Community Education—The National Education Association believes that the concept of community education encourages schools to provide leadership in solving community problems.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of community education programs in their states. (77, 80)

A-19. Tax Reform—The National Education Association—an organization that consists of members who provide taxes—supports tax reform at the local, state, and national levels. The Association believes that tax reform must be completed promptly and rationally. Tax reform should—

a. Increase tax fairness and raise revenue necessary to finance quality public education and other public services

b. Prevent excessive reliance on property or any other single tax source

c. Reflect the findings of comprehensive studies of the total individual and corporate tax burden

d. Assure a tax burden distribution that reflects the ability to pay and that safeguards family subsistence

e. Assure that statewide uniformity in property tax effort be required. (78, 79)

A-20. National Health Insurance—The National Education Association believes that preventive health care is important in the fostering of educationally active and productive students and that many educational problems stem from the lack of health services to the student and family.

The Association advocates the concept of adequate health care for all and believes that a national health insurance plan should be supported by the United States Congress.

The plan should encourage diversity and flexibility in the provision of health care service. This plan must be mandatory and be provided by both public and private agencies that have substantial consumer representation on their governing boards. The legislation enacted by Congress must recognize the government's ability to finance all of its social programs, including education. (78)

A-21. Hazardous Materials—The National Education Association believes that students and staff must be protected from the hazards of dangerous chemicals used in construction and maintenance of educational facilities and in classroom teaching. Programs of prevention and the elimination of health hazards should be enacted by the appropriate school governing body after input from the local association. (78, 79)

A-22. Radiation and Chemical Pollution—The National Education Association urges the establishment and vigorous enforcement of stringent standards and safeguards against radiation and chemical pollution. All such standards must include provisions for strict monitoring in the proximity of school facilities. (79, 80)

A-23. Accessibility to School Board Meetings—The National Education Association urges its affiliates to seek legislation that would make it mandatory for school board meetings to be held at times and places that would allow teacher and community involvement in educational decision making. (80)

A-24. U.S. Department of Education—The National Education Association believes the U.S. Department of Education must be a major force for improvement of public education in the United States. The Association further believes that teachers must be fully involved in establishing goals and planning programs for the Department. (80)

A-25. U.S. Department of Education Schools—All dependents of United States government employees overseas should be afforded the opportunity to attend U.S. Department of Education Schools. (80)

B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

B-1. Improvement of Instruction—The National Education Association believes that a prime responsibility of professional associations is to stimulate significant improvements in the quality of instruction. The primary authority to make educational changes should lie with the teachers through their influence and involvement in democratic decision making in and out of the school. The Association encourages and endorses curriculum and professional development activities by local and state associations to assist teachers in this role.

The Association endorses positive action plans that establish procedures and timetables for eliminating racism and sexism in the curriculum.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions. The Association encourages school systems to establish learning materials centers.

The Association urges that the profession, in cooperation with other interested groups, establish standards for educational materials; insist that publishers and producers use the services of a competent educational institution or facility to field test, in actual classroom situations, such materials; and publish the results of their effectiveness.

The Association believes that one of its instructional goals is functional proficiency in English, with emphasis on the development of those basic reading, writing, speaking, and listening skills essential for success in other disciplines and everyday life. (69, 79)

B-2. Bilingual/Multicultural Education—The National Education Association believes that the bilingual education process uses a student's primary language as the principal medium of instruction, while teaching the language of the predominant culture in an organized program, encompassing a multicultural curriculum.

The Association supports appropriate federal legislation, and it urges its affiliates to seek state legislation requiring full funding for provision of bilingual/multicultural education programs according to educational need.

The Association also believes that legislation must provide funds to expand current multicultural and language programs, including those for teacher preparation, necessary to provide equal opportunity to all students in the public schools.

The Association urges that bilingual/multicultural programs include as a goal functional proficiency in English, with emphasis on the development of those basic language skills essential to the successful pursuit of all other disciplines. While these programs should stress the development of appropriate exit criteria to facilitate moving the students into a total English program, no students should be moved into nor maintained in the total English program until they have demonstrated the ability to function in such a program. (69, 80)

B-3. Health of Children—The National Education Association recognizes that the total environment, including home, school, and community, affects the mental, emotional, and physical health of children.

The Association urges those organizations; institutions; and local, state, and federal governments to initiate steps to assure the nation's children access to school health services as provided by the professional school nurse.

The Association believes that a wholesome environment is essential for the proper education and growth of children. It urges its affiliates to support programs which would—

a. Promote education programs for parents to improve home atmosphere

b. Inform parents of the availability of discount buying through the federal Food Stamp Program and assist them to understand its eligibility requirements

c. Provide information on harmful additives and preservatives, the possible consequences of excessive consumption of confections, and processing procedures that remove nutritive value from foods

d. Provide special diagnostic services through the schools for early detection of health and/or learning disabilities

e. Improve educators' understanding of child growth and development to ensure the provision of a climate conducive to good health

f. Strengthen and improve the enforcement of child abuse laws

g. Provide increased utilization of teachers, pupil personnel and health service staffs, and students in team efforts to help improve situations where mental, emotional, and physical problems exist

h. Provide comprehensive school and community health facilities and federal health plans to meet the needs of children

i. Discourage the educational use of promotional materials with food themes that are biased toward specific commercial products

j. Provide that teachers, families, and community members educate children to understand and accept the concept of death to help them develop a better ability to cope with death experiences and increase their awareness and sensitivity to those around them having such experiences.

The Association also believes that health and physical education programs should be developed and maintained commensurate with maturation levels of children. (69, 80)

B-4. Pupil Personnel Services—The National Education Association urges that pupil personnel services, including counseling, social work, school nursing, dental hygiene, health, speech, and psychological services, be increased, and established where they do not now exist. The Association also urges that pupil personnel services be stressed at the preschool and elementary levels, since behavioral and attitudinal patterns are established at an early age. (69, 79)

B-5. Conversion to the Metric System—The National Education Association believes that adoption of the International System of Units (SI metric system) is essential to the future of American industrial and technological developments. The Association urges that the SI system be taught at all educational levels. (69, 80)

B-6. Basic Financial Support of Public Education—The National Education Association believes that to achieve the Association's commitment to equal educational opportunity for all and to assure fair tax practices for all citizens, public education must be supported from public tax sources. The Association will continually seek general federal support for the whole of public elementary and secondary education. These federal monies must be expended solely and equitably for public education. Therefore, it seeks support in accordance with the following principles:

a. The federal share of the cost of public education must be at least one-third.

b. Educational funding must be budgeted separately in recognition of its high priority in the federal budget.

c. Federal funds must be allocated without federal control for expenditure. Instructional programs which are federally funded should have maximum teacher involvement in their development at the federal level and, at the local level, must be implemented only after the involvement and approval of the recognized bargaining agent or local affiliate.

d. To ensure accountability and equity, advisory committees for federally funded programs should reflect the ethnic make-up of local communities. Parents, students, and educators should be included as members of these committees.

e. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

f. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.

g. A process of tax revision must be established at all levels, and tax administration must be subject to continuing review.

h. Local governing boards must be fiscally independent, and restrictive limits must not be imposed on their budgets or long-term borrowing.

i. The state and local share of finance must be derived from a tax system which is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.

j. Public funded services for nonpublic school students must be strictly limited to medical and dental care, public welfare programs, school lunch and milk programs, and public safety services such as fire and police protection, which are budgeted and administered through the appropriate public agencies.

k. Federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting an establishment of religion, and provide for judicial review as to its constitutionality.

l. Programs, where appropriate, must make adequate provision for research and development and for promoting improvements in educational practice.

m. Funds for programs to alleviate sex discrimination and to reduce portrayal of sex stereotypes in the public schools must be provided.

n. Public funds shall not be expended for any materials that promote sex stereotypes and/or sex bias.

The Association will oppose any bill which includes provisions in federal legislation to provide funds, goods, or services related to the instructional process for nonpublic schools or nonpublic school students. (77, 80)

B-7. Education in Correctional and Rehabilitation Agencies—The National Education Association believes legislative and professional support should be given to members who teach in federal, state, and local correctional and rehabilitation institutions, hospitals, and other custodial agencies. The Association supports improving the standards of instruction in these institutions. (73, 79)

B-8. American Indian/Alaska Native Education—The National Education Association recognizes that the complexity and diversity of needs of the American Indian/Alaska Native children require the direct involvement of their parents, American Indian/Alaska Native teachers, tribal leaders, and other American Indian/Alaska Native groups in developing adequate and equal educational programs which preserve the rich heritage of their cultures.

The Association insists that federal funding for American Indian/Alaska Native education be expanded to effect necessary improvements. The Association supports the movement toward self-determination by American Indians/Alaska Natives and insists that such programs be voluntary. The Association opposes termination of federal support for American Indians/Alaska Natives either as a direct or indirect result of efforts to extend their self-determination.

The Association supports programs that provide for—

a. Legislation that assures the involvement and control of the education of American Indians/Alaska Natives by their parents, communities, and educators.

b. American Indian/Alaska Native involvement in teacher training programs dealing with cultural pluralism and the teaching of American Indian/Alaska Native values, heritage, culture, and language

c. Assistance to local and state associations in meeting the educational needs of American Indian/Alaska Native students

d. Substantial participation by American Indians/Alaska Natives in NEA conferences and leadership training programs

e. Coordination with existing American Indian/Alaska Native organizations and concerned agencies and aid in the dissemination of information and programs that include values, heritage, language, culture, and history of the American Indian/Alaska Native people

f. Higher education opportunities for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs

g. American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions

h. American Indian/Alaska Native involvement in lobbying efforts in Washington, D.C. (76, 80)

B-9. Sex Education—The National Education Association believes that sex education that provides children and youth with information appropriate to their age is basic to healthy, well-adjusted mental attitudes. It also believes that the public school must assume an increasingly important role in providing this instruction and that teachers must be qualified to teach in this area.

The Association urges that courses in sex education and parent orientation regarding these courses be developed with care and that classroom teachers who teach the courses be legally protected from irresponsible censorship.

The Association urges its affiliates and members to support appropriately established sex education programs, including information on birth control, venereal disease, and problems from preteen and teenage pregnancies. (69, 79)

B-10. Drug Dependency—The National Education Association is concerned about the individual and societal problems which underlie psychological and physiological drug (including alcohol and tobacco) dependency by both children and adults. It calls for new and improved ways of helping children and adults learn more positive ways of meeting and coping with these problems. It recognizes the need for improved educational programs about drugs and for the uniform categorization of drugs. It urges its affiliates to support legislation leading to the standardization of drug laws, which should not be limited to the sale and distribution of drugs, but should also include prohibition of the production, sale, and distribution of drug paraphenalia, and the improvement of the drug rehabilitation program.

The Association discourages the use of marijuana and believes that severe penalties for its production, distribution, and sale should be strictly enforced. Private possesion and use of small quantities of marijuana should not carry criminal penalties. (72, 80)

B-11. Career Education—The National Education Association believes that a goal of public education is to provide all individuals, preschool through adulthood, opportunities to become effective, productive citizens. To achieve this goal, the career education concept must be interwoven into the total educational system and needs to include programs in awareness and exploration to aid students in career course selection.

The Association believes that educational programs should be developed that will assure equal opportunity for career development for all students and offer exploratory experiences in a variety of careers. The united teaching organization should be encouraged to provide in-service experiences and released time for teachers for curriculum development in this area and should cooperate with industry and agencies in full support of career education programs. (76)

B-12. Vocational Education—The National Education Association believes that preparation of students for vocations and productive jobs should be a basic policy of secondary and higher education. Educational programs, which will assure equal opportunity for occupational development, should be developed for all students. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for students who have completed minimal state attendance requirements.

The Association supports vocational and technical education as a major component of education. To be effective, vocational and technical education should be preceded by career awareness and exploration programs. These exploratory courses should be incorporated into traditionally academic courses and into existing industrial and practical arts education courses. (76, 79)

B-13. Alternative Programs for Students with Special Needs—The National Education Association recog-

nizes that there must be increased development of alternative programs to meet the needs of several groups of students. Among these groups are displaced students of desegregated districts; pushouts; disruptive students; disabled readers; and gifted, talented, and creative students; those of low academic ability; underachievers; pregnant students and teenage parents; and those who do not qualify or have no desire to pursue a college program.

Programs should emphasize a broad range of activities for responding to students' differing behavioral patterns, interests, needs, and learning styles. These programs must be evaluated on stated objectives. Teachers in these programs must have a major role in designing and executing the objectives and evaluations.

The Association urges increased support for the identification of these students, multisensory in-service training of educators, and development of programs at the local, state, and national levels.

Teachers should provide the major input for determining the nature of programs with the assistance of other specialists and advice of parents and students as appropriate.

The Association further supports the effort of its affiliates to negotiate and legislate for the training of teachers seeking additional certification and hiring of an increased number of teachers with education in special areas. (77, 80)

B-14. Chicano and Spanish-Speaking Self-Determination in Education—The National Education Association recognizes that the complexity and diversity of the needs of Chicano and Spanish-speaking children require the direct involvement of their parents in developing an adequate and equal educational program which reflects and is responsive to their learning and cultural characteristics and promotes the preservation of their heritage and culture.

In school districts enrolling these students, the Association urges the employment of bilingual visiting teachers and counselors to meet the student needs.

The Association supports federal and state programs that directly enhance the educational opportunities of these children in their quest for educational self-determination. It recommends federal and state grants and scholarships that will facilitate the entry of Chicanos and Spanish-speaking students into the teaching profession.

The Association further recognizes and will aggressively pursue the realization of the responsibility of state and local education agencies to develop and implement programs which respond to the cultural (including language) characteristics of these children regardless of the availability of federal funds. (72, 79)

B-15. Asian and Pacific American Education—The National Education Association recognizes the complexity and diversity of needs of the Asian and Pacific American children caused by historical neglect and recent changes in political leadership in many Asian countries. The Association believes that there is a national responsibility to serve these children's special needs by providing educational programs that guarantee Asian and Pacific American parents, teachers, community leaders, and interest groups an opportunity to preserve, promote, and perpetuate their heritage and culture.

The Association encourages the passage of federal and state legislation that will produce financial support of Asian and Pacific American curriculum, pre- and in-service training of teachers, development of instructional materials, and the dissemination of information and programs. (79)

B-16. Student Rights and Responsibilities—The National Education Association believes that basic student rights include the right to free inquiry and expression; the right to due process; the right to freedom of association; the right to freedom of peaceful assembly and petition; the right to participate in the governance of the school, college, and university; the right to freedom from discrimination; the right to freedom from commercial exploitation; and the right to equal educational opportunity.

The Association believes that each of these rights carries with it a comparable responsibility. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.

The Association believes that student rights must be safeguarded when students are involved in commercial premium campaigns and fund-raising activities. (69, 78)

B-17. Discipline—The National Education Association believes that discipline is essential in promoting optimum learning. Boards of education in conjunction with local affiliates should develop policies that would provide necessary administrative support to the classroom teacher for the maintenance of a positive school environment.

The Association further believes its local affiliates should develop guidelines for effective disciplinary techniques. It urges affiliates to negotiate a process whereby administrators, teachers, parents, students, and courts will be involved in identifying disruptive behavior and prescribing, implementing, and evaluating procedures that will reduce and correct disruptive behavior.

The Association supports legislation that will authorize the classroom teacher to maintain internal classroom management. The Association also supports the student's right to due process, but believes that the rights of those students not creating discipline problems must also be guaranteed. (75, 80)

B-18. Early Childhood Programs—The National Education Association urges the enactment of federal legislation to assist state and local communities in providing child care services, including childhood development programs.

The Association believes that implementation of early childhood development programs which have educational components that exceed child care service must utilize appropriately certificated professional educators. It supports those programs which upgrade personnel working in early childhood education and provide for maximum involvement of educators and parents at the operational as well as at the administrative level.

The Association endorses the involvement of minorities and the poor in staffing early childhood programs and also endorses professionally supervised training programs leading to the certification of all personnel. The Association believes that legal certification of professional personnel should remain the function of the states and objects to federal government intervention in the credentialing process.

The Association urges its affiliates to seek legislation that would ensure the implementation of early childhood education programs primarily through the public school system. It believes kindergarten is necessary to the success of early childhood education and supports the concept of mandatory, fully funded kindergarten programs in all states.

The Association advocates the establishment of fully funded preschool special education programs. These programs should be readily accessible, should make available those services necessary to assist handicapped children from birth through five years, and should be staffed with teachers and therapists who are certified by the state. (75, 79)

B-19. Communication Between the Hearing and the Hearing Impaired—The National Education Association believes that the lack of communications between the hearing and the hearing impaired has seriously detracted from the potential of a broadly distributed group to contribute fully to our total society—a mutual loss to all citizens.

The Association recommends that instruction be given to hearing students that will help them to understand the unique needs of all hearing impaired students and will help hearing students communicate with hearing impaired students. (74, 78)

B-20. Child Abuse—The National Education Association believes that all children should be protected from child abuse and that educators are in a position to observe and recognize abuse which has been inflicted on children.

The united teaching organization should (a) cooperate with community organizations to increase public awareness and understanding of child abuse, (b) encourage development of in-service programs that stress the identification of abused children and reporting procedures, and (c) encourage the development of teacher preparation courses concerned with the abused child.

The Association urges its affiliates to seek the enactment of state and local legislation that would—

a. Provide educators reporting suspected child abuse immunity from legal action

b. Require educators to report to the appropriate authorities instances of suspected child abuse

c. Provide for protection of children from other children. (74, 80)

B-21. Social Promotion—The National Education Association urges all educators, parents, and school board members to examine jointly the use of social promotion of students or grade-level advancement based primarily on age. The Association believes that sufficient resources and program alternatives should be provided to allow for the proper placement of each student. (78, 79)

B-22. Federal Impacted Aid—The National Education Association is especially concerned about inadequate funding to maintain quality education for children in school districts impacted by federal activities and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.

The Association urges a permanent solution to the financial problems of the severely impacted school districts.

The Association also endorses the concept of a national payments-in-lieu-of-taxes program. This endorsement does not affect the Association's continued support of current impact aid programs. The establishment of any payments-in-lieu program shall not adversely affect any locality currently receiving impact aid. (70, 79)

B-23. Youth Detention and Incarceration—The National Education Association believes that youth in detention centers must be provided educational programs that will enable them to become contributing members of society. Teachers of these youths must be prepared to provide instruction in life skills and learning skills.

The Association condemns the practice of punishing children in trouble by placing them in abusive environments and believes that alternatives to incarceration must be developed. The Association opposes the placement of children who are not charged with any offense in facilities with those who are so charged. There should be separate facilities for these detained minors. (75, 77)

B-24. Extracurricular Funding—The National Education Association believes that every student must have an opportunity to participate in funded extracurricular programs.

The Association urges that equitable funds for facilities, equipment, and remuneration of staff be provided for all extracurricular activities. (75, 79)

B-25. Education for All Handicapped Children — The National Education Association supports a free, appropriate public education for all handicapped students in a least restrictive environment, which is determined by maximum teacher involvement. However, the Association recognizes that to implement Public Law 94-142 effectively—

a. The educational environment, using appropriate instructional materials, support services, and pupil personnel services, must match the learning needs of both the handicapped and the nonhandicapped student.

b. Regular and special education teachers, pupil personnel staff, administrators, and parents must share in planning and implementing programs for the handicapped.

c. All staff must be adequately prepared for their roles through in-service training.

d. The appropriateness of educational methods, materials, and supportive services must be determined in cooperation with classroom teachers.

e. The classroom teacher(s) must have an appeal procedure regarding the implementation of the individualized education program, especially in terms of student placement.

f. Modifications must be made in class size, using a weighted formula, scheduling, and curriculum design to accommodate the demands of each individualized education program.

g. There must be a systematic evaluation and reporting of program developments using a plan that recognizes individual differences.

h. Adequate funding must be provided and then used exclusively for handicapped students.

i. The classroom teacher(s), both regular and special education, must have a major role in determining individual education programs.

j. Adequate released time or funded additional time must be made available for teachers so that they can carry out the increased demands placed upon them by P.L. 94-142.

k. Staff must not be reduced.

l. Additional benefits negotiated for handicapped students through local collective bargaining agreements must be honored.

m. Communications must be maintained among all involved parties.

n. All teachers must be accorded by law the right of dissent concerning each individualized education program, including the right to have the dissenting opinion recorded.

o. Individualized education programs should not be used as criteria for the evaluation of teachers.

p. Teachers, as mandated by law, must be appointed to state advisory bodies on special education.

q. Teachers must be allowed to take part in the U.S. Office of Special Education and Rehabilitative Services on-site visits to states. Teachers should be invited to these meetings.

r. Incentives for teacher participation in in-service activities should, as mandated by law, be made available for teachers.

s. Local associations must be involved in monitoring school systems' compliance with P.L. 94-142.

t. Student placement must be based on individual needs rather than space availability. (78, 80)

B-26. Migrant Workers—The National Education Association is concerned with the plight of migrant workers, particularly with the education of those migrant children who are pushed out of school because of the system's failure to provide needed educational opportunities.

The Association urges its local affiliates to negotiate provisions that will guarantee protection and full rights for teachers of migrant children.

The Association supports legislation to ensure equal educational opportunities for migrant children, appropriate programs for migrant families, and the right of migrant workers to be represented in collective bargaining by an organization of their choice.

Mini-Corps as defined by federal legislation should be instituted in every state that has migrant children in its school system. (75)

B-27. Financial Crisis—The National Education Association believes that free public education is in a financial crisis due to mounting inflation and/or declining enrollment. The united teaching organization seeks to maintain and expand educational programs for students by seeking public and legislative financial support. It believes that quality education requires adequate personnel, teaching materials, and supplies as priorities to be considered in the event of financial crisis.

The Association opposes the establishment of ad hoc classrooms in the event of school closures. (75, 79)

B-28. Youth Camp Safety—The National Education Association believes that all students who attend summer camps are entitled to protection, proper supervision, and facilities.

The Association urges its members to support legislation establishing guidelines which require that all camp personnel be adequately trained and that all facilities meet safety standards. (76)

B-29. High School Equivalency Testing—The National Education Association supports the concept of a high school education for all youth and resists current efforts to erode secondary education.

The Association believes that the use of equivalency tests in lieu of academic preparation and school attendance for meeting requirements for graduation with age as the sole criterion for eligibility should be strongly resisted.

It believes that any state or district plan to use equivalency testing as the basis for qualification for a high school diploma should be developed cooperatively by classroom teachers, administrators, and governing boards. The plan should include provisions for recommendations from the local school faculty. Recommendations should be based, as a minimum, upon ability, achievement record, and maturation level in addition to the age of the student. (76, 77)

B-30. Middle School and Junior High Programs—The National Education Association believes in the creation of special curriculum, guidance and counseling programs, and health services to meet the special needs of middle school and junior high school level students.

The Association further urges development of preservice and in-service junior high/middle school education programs. (76, 79)

B-31. School Transportation—The National Education Association believes that all aspects of transporting students need close scrutiny. It believes that safety requirements for buses and other designated school vehicles must be stringently enforced and overcrowding be prohibited.

No professional employee should be required to transport students as a condition of employment.

The Association further believes that local school districts should provide students with transportation for all school-related activities. (77, 79)

B-32. Family Violence—The National Education Association recognizes the vicious cyclical effects of family violence, which contribute to family disintegration, social maladjustment, and the overall erosion of society and its institutions. The Association supports existing family services and further urges creation of additional support systems for families experiencing this problem. (78)

B-33. Full Funding for Education Legislation—The National Education Association urges that all education legislation provide adequate funds for full implementation, including funds for teacher training. The Association further believes that teaching materials should be provided for both new and existing educational programs mandated by legislation and that such material for new programs should be available before the implementation of new programs.

The Association further urges its state and local affiliates to inform teachers and the public of legislation that is not adequately funded. (78, 79)

B-34. Multicultural/Multilingual Education—The National Education Association recognizes and supports the need for multicultural/multilingual education and the necessary teacher training for its effective implementation. (79, 80)

B-35. Time To Learn—The National Education Association believes that time to learn is essential in promoting optimum achievement in the schools.

The Association acknowledges the need for some students to be gainfully employed. However, it believes that parents, students, and employers should be made aware of the adverse effects of excessive working hours upon a student's attention span and academic achievement.

The Association also believes that excessive student absences from school, excused or unexcused, have adverse effects on program continuity and achievement of the student. (79, 80)

B-36. Credit Assignment—The National Education Association believes that the different methods of assigning credits as used by the nation's colleges and universities may cause difficulties in the evaluation of transcripts. The Association urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform method of evaluating the assigned credits. (77, 79)

B-37. Bureaucracy in Education—The National Education Association is aware of an expanding bureaucracy in American public education. The Association urges its affiliates to work toward guaranteeing that an increasing portion of education budgets will be for the direct instruction of students. (77, 80)

B-38. Left-Handed Students—The National Education Association believes in meeting the needs of all children in the public schools, including left-handed students. Toward this end, the Association and its affiliates will urge appropriate governing agencies to provide desks, scissors, and all other materials and instruments necessary for the left-handed child to achieve on an equal basis with right-handed students. (79)

B-39. State Juvenile Codes—The National Education Association believes that a study of state juvenile codes is imperative because of the increased number of offenses committed by juveniles and increased violence in the schools.

The Association urges state affiliates to provide testimony at hearings and support legislative changes that strengthen state juvenile codes. The Association further urges stringent enforcement of existing codes. (79)

B-40. Sexism in Education—The National Education Association believes that educational materials and processes should accurately portray the contributions of women both in the past and in the present and that women must be involved in the selection of these materials and in preparing teachers for their use.

The Association recognizes that many instructional materials portray women and men in sex-stereotyped roles. It urges educators to use those instructional materials that portray various careers and personal roles as acceptable and attainable for all individuals.

The Association endorses the use of nonsexist language by all schools. It further believes that sexism and sex discrimination must be eliminated from the curriculum. (75, 79)

B-41. Off-Air Recording for Educational Use—The National Education Association believes it is essential that teachers have the right to record programs off the air and play them back on a delayed basis sufficient to meet the needs of effective teaching. It further believes that broadcast schedules are a major hindrance to in-school use of such programs, that home-viewing assignments are not practical, and that teachers need the flexibility of recording off the air so that programs can be previewed before use in the classroom and incorporated into classroom situations at those times when students are most ready to learn.

The Association encourages the creative and innovative use of television, videotapes, and audiotape recording devices for improving instruction and for self-evaluation of professional competence. (79)

B-42. Education of Refugee, Illegal Alien, and Nonresident Children—The National Education Association is concerned that inadequate funding is jeopardizing quality education in school districts impacted by refugee children, children of illegal aliens, and those children who, while holding American citizenship, reside in Mexico but attend school in border school districts.

The Association believes that such impacted school districts should receive federal and state assistance to provide the educational facilities, personnel, special programs, and instructional materials needed for these students. (80)

B-43. Gifted, Talented, and Creative Students—The National Education Association believes that there must be increased development of fully funded educational programs for gifted, talented, and creative students.

The Association recognizes its responsibility to indicate to educators reliable methods of identifying and teaching these children.

The Association urges local and state affiliates to encourage such programs and methods to ensure that these special needs areas are met. (80)

B-44. Youth and Adult Training Programs—The National Education Association believes that the public schools should be involved as an equal partner with government, labor, business, and community-based groups in youth and adult employment and training programs. The Association further believes that these programs should supplement, and not supplant, the vocational programs provided in the public schools. The participation of public school teachers in employment and training programs should be assured under the following conditions:

a. Teachers and local education associations should have a role in the development of employment and training programs and should have the right to approve programs before implementation.

b. The educational and support components of employment and training programs should be staffed only by certificated educators.

c. Employment of teachers should be within the framework of the local collective bargaining agreement. Salary should be no less than the per hour rate for teaching during the regular school day.

d. Funds for the educational component of employment and training programs should be channeled through and controlled by local school systems.

e. Funds for youth and adult training programs should be designated for training of teachers, counselors, administrators, and school board members in program objectives and procedures.

f. The use of funds and the duration of programs should be flexible in order to accommodate the differing learning needs of students.

g. The amount of funding should be predictable in order to facilitate year-to-year planning.

h. Employment and training programs should provide ongoing counseling, placement, and other support services, and should be provided by certificated personnel.

i. Employment and training programs should provide opportunities for women in nontraditional occupations.

j. Existing educational and vocational facilities should be used in employment and training programs. (80)

B-45. Small Business Management Education—The National Education Association supports providing training at the secondary level for future small business persons and encourages educators at all levels to stress self-employment and the creation of one's own work as a viable career option. School systems should broaden their curriculums to include the teaching of those elements that are pertinent to success in business. (80)

B-46. Student Transfers—The National Education Association believes that the current mobility of the American society dictates the need to expedite informational exchanges between schools when students transfer.

The Association encourages its local and state affiliates and all boards of education to pursue steps to achieve an effective transfer process. (80)

B-47. Driver Education—The National Education Association believes that driver education behind the wheel and in the classroom should be available as part of the basic education of all students.

The Association urges its affiliates to ensure that these programs are available, fully funded, and taught by certificated personnel in the public schools. (80)

B-48. Student Stress—The National Association believes that there are great and increasing mental and emotional pressures upon the students of this nation. Drug abuse, alcohol abuse, violence, vandalism, and increased suicide among children speak clearly to those pressures and the resultant waste of human potential.

The Association urges its local and state affiliates to support appropriately accredited and licensed mental health and after-care programs.

The Association further urges local and state affiliates to seek legislative support and publicity for these programs. (80)

B-49. Higher Education—The National Education Association believes that students should be encouraged to further their education through institutions of higher education.

The Association urges its affiliates to support a fully funded, guaranteed student loan program that would assure higher educational opportunities for all. (80)

B-50. Fine Arts Education—The National Education Association believes that fine arts programs should be an integral part of this nation's elementary and secondary (K-12) school curriculums.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of a fine arts program in the curriculum of their various local school systems. (80)

C. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

C-1. A Certificated Educator in Every Professional Position—The National Education Association believes that all educators must have the knowledge and skills necessary to perform their duties.

The Association insists that professional positions, including specialized and substitute positions, be filled by an educator holding the appropriate certificate and that there be interstate certification reciprocity for mobile educators.

The Association will resist any attempts to diminish the quality of learning or services through the elimination of teaching positions or through the revision of school staff management under the guise of improving educational opportunity. (69, 77)

C-2. Evaluation and Subjective Ratings—The National Education Association believes that it is a major responsibility of educators to participate in the evaluation of the quality of their services. To enable educators to meet this responsibility more effectively, the Association calls for continued research and experimentation to develop means of objective evaluation of the performance of all educators, including identification of—

a. Factors that determine professional competence

b. Factors that determine the effectiveness of competent professionals

c. Methods of evaluating effective professional service.

The Association believes that teachers and other professionals should evaluate supervisory and administrative personnel and governing board members.

The Association also believes that evaluations should be conducted for the purpose of improvement of performance and quality of instruction offered to pupils, based upon written criteria and following procedures mutually developed by and acceptable to the teacher association, the administration, and the governing board. Under no circumstances does the Association believe it is appropriate to make teacher certification or recertification dependent upon individual professional performance evaluations.

The Association insists that the evaluation program must recognize the rights of the educator who is evaluated. These include the right to—

a. Information concerning the evaluation criteria and procedure of the governing board upon application for employment and when changes are made in the criteria and procedures

b. Open evaluation without subterfuge and with advance notice of evaluation visits with discussion of the teacher's goals and methods

c. Tenure in public higher education not restricted by numerical or arbitrary quotas

d. Consultation in timely fashion after a formal evaluation visit and receipt of and opportunity to respond substantively in writing to any formal evaluation report prior to placement in a personnel file

e. Evaluation reports which assess strengths, note progress, indicate remaining deficiencies and suggest specific measures the teacher can take to overcome indicated deficiencies

f. Participation in a professional development program including such activities as appropriate counseling and supportive services, released time for in-service work, and opportunity to observe or seek and give assistance to other teachers in classroom settings other than one's own

g. Access to and review of all items in personnel records; opportunity to attach a written response; and access to a procedure to remove inappropriate, derogatory, or unsubstantiated material. Anecdotal records to be included must be reduced to writing within 30 days of the incident documented. Statutory guarantees should assure these rights

h. Supervision which is constructive, provides an opportunity to correct deficiencies, takes into account the variety of learning and teaching environmental factors, and emphasizes career development of the professional educator.

The Association opposes any plan to rank teachers on the basis of competency. The Association also believes that examinations such as the National Teacher Examination must not be used as a condition of employment, evaluation, criterion for certification, placement, or promotion of teachers. The Association is convinced that no test in existence is satisfactory for such usage.

The Association further opposes the use of pupil progress and student assessment tests for purposes of teacher evaluation, advancement on the salary schedule, continuation of employment, granting of tenure, certification, or promotion. (69, 80)

C-3. Time To Teach—The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including a duty-free lunch period; time for planning; time for implementation of federal and state legislative requirements; and elimination of the noninstructional tasks required of a teacher.

Class size and the number of instructional periods taught each day must be adjusted to the particular learning process involved to allow individual attention to each pupil when that is the required mode of instruction. Class size should not exceed 15 students per certificated classroom teacher. (69, 79)

C-4. Teacher Education—The National Education Association believes that teachers and students preparing to teach must be directly involved in evaluating and improving the standards for teacher preparation and certification. The Association insists that teacher involvement is necessary in planning and implementing quality teacher education programs.

Teacher educators must be certificated and experienced in their instructional areas.

The Association also believes that preprofessional practicum experience is an essential phase of teacher preparation. The responsibility for the practicum experience must be shared by the public schools, the institutions that prepare teachers, and professional associations.

The Association urges its affiliates to—

a. Take immediate steps to evaluate and improve standards for entrance into the teaching profession by working cooperatively with teacher training institutions and their professional organizations. The selection process shall be continuous and an integral part of the candidate's educational program. The process should be developed by education faculty, cooperative teachers, and students. The process should include, but not be limited to, early screening, early field experiences, and counseling. Such process shall not discriminate against anyone because of race, sex, age, creed, national origin, or physical handicap.

b. Assess critically current college and university programs of teacher education and make specific recommendations for changes.

c. Support inclusion of training in classroom management concerns such as discipline, group processes, the dynamics of intergroup communication and human relations in requirements for certification, and the provision for continuing in-service

workshops in these areas for beginning and experienced teachers and administrators.

d. Support legislation providing legal status and liability protection for student teachers.

e. Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teachers organizations.

f. Support the active involvement of elementary and secondary classroom teachers in the teaching of methods courses.

g. Support requirements in state certification standards for specific course work in reading instruction.

h. Formulate standards for school systems receiving student teachers including guidelines for cooperating teachers and college coordinators of student teachers. Supervising or cooperating teachers in a student teaching program should have reduced teaching loads and be given a minimum established compensation.

i. Recommend Student NEA membership before participation in preprofessional experiences and student teaching.

j. Offer guidance to teacher preparation institutions to prepare teachers in numbers consistent with projected need for teacher positions.

k. Support inclusion in master contracts or school policies that acceptance of student teachers be on a voluntary basis.

l. Take immediate steps to become involved in college and university committees that control teacher education programs.

m. Support changes in funding formulas and policies so that teacher education programs receive an ecuitable proportion of the funds received by higher education. (70, 80)

C-5. Continuing Education—The National Education Association recognizes the need for continuing education in the career-long development of teachers. It supports a variety of approaches to professional development, including in-service and the concept of centers governed by teachers representing their bargaining units and/or local professional organizations. It believes that school systems have a responsibility to fund all expenses for professional development programs, courses, and in-service conference expenses for all staff.

The Association also believes that professional development programs should provide opportunities for teachers to gain the knowledge and skills that they themselves feel are important to their teaching, to the improvement of school programs, and to their performance as members of the profession. In order to assure that the programs will reflect the needs of local teachers and students, teachers must have the decisive voice at every stage of planning, implementation, and evaluation.

The Association believes that teachers should strive for complete control of their professional development. To this end, the Association encourages its affiliates to develop strategies for the implementation of teachers' preservice and in-service professional development programs that are fiscally autonomous and teacher-governed. (76, 80)

C-6. Competency-Based Teacher Education Programs—The National Education Association believes that competent teachers employ the most appropriate processes known for the promotion of learning. The Association also believes that competency-based programs for pre- and in-service teacher education and teacher evaluation must be based on many factors, some of which the teacher cannot control. It opposes models that prescribe single, limited definitions of competence; that reduce the process of teaching to mechanical, nonprofessional acts; or that seek to measure teacher competence on the basis of student achievement.

The Association believes that competency-based programs should not be implemented that do not first provide for carefully controlled research and development to assure validity and reliability that indicate that such programs are an improvement over present programs. Teachers must be involved in such research and development. (74, 79)

C-7. Teacher Exchange Programs—The National Education Association believes that education will benefit if teachers participate in exchange programs in various cultural, linguistic, educational, and geographic environments.

The Association encourages its affiliates to cooperate with governing boards to develop voluntary exchange teacher programs within and among the states, and among schools of federal agencies within and outside the United States, and abroad. (74, 80)

C-8. Misuse of Interns—The National Education Association and its affiliates will resist all attempts to reduce the quality of education through the practice of using interns to supplant professional staff.

The Association believes that the internship is to be utilized solely as an avenue for the development of professional expertise and not as a means for the reduction of educational staff and/or budgets.

The Association will assist affiliates in correcting the misuse of intern programs. (77, 79)

C-9. Criteria for Certification and License—The National Education Association believes that no single criterion should be used for determining who should study for or be certified in the teaching profession. A broad range of factors should be used to evaluate a candidate for professional certification.

The Association supports rigorous and relevant evaluation in the selection and preparation of teachers and believes that teaching practitioners and student teachers must be fully involved in determining what the criteria should be. (77, 80)

C-10. Mandated Standards for Educational Programs—The National Education Association believes that standards for educational programs mandated by any governmental body should be established in consultation with the majority teachers' organization and must be accompanied by a guarantee of adequate resources, including staffing, made available to the teacher and the school system to meet these standards.

The Association also believes that any state-mandated standards should set no more than broad, general curricular guidelines and should not be based on student achievement. (77)

C-11. Impact of Federal and State Legislative Mandates—The National Education Association believes that states are usurping the rightful role of schools and districts in the decision-making process. States are drifting toward centralized educational policy making that focuses on narrow measures of accountability, mandated programs, and diminution of local control.

The Association urges its affiliates to express their concern to state and federal agencies about this loss of local autonomy. The Association further urges its affiliates to advocate viable alternatives that increase decision making within the school and district.

The Association believes that federal and state legislative mandates regarding school programs should include teacher impact statements. These statements should include, but not be limited to, defining the impact of such mandates on—

a. Teaching resources and the personnel necessary to implement them

b. Teacher in-service and training

c. Teacher work load and additional compensation

d. Priorities within the curriculum

e. Written report requirements. (79, 80)

C-12. School Libraries—The National Education Association believes that a comprehensive library/media program, including printed and nonprinted resource materials, and a librarian should be provided for each elementary and secondary school. (80)

C-13. School Nurses—The National Education Association believes that all students should receive the services of a professional school nurse. It urges affiliates to enroll school nurses in active membership and to seek legislation that provides certification and inclusion in collective bargaining agreements.

The Association also believes that the Office of Comprehensive School Health in the U.S. Department of Education should be responsive to the needs of school nurses. (80)

D. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF THE TEACHER IN THE LEARNING PROCESS

D-1. Selection of Materials and Teaching Techniques—The National Education Association believes that decisions on which school learning experiences and teaching techniques will develop a student's talents are best made by a teacher who knows the learner. Teaching quality depends on freedom to make such decisions. Teachers must select instructional materials without censorship. Challenges of the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations which restrict the selection of a diversity of instructional materials or which limit educators in the selection of such materials. (69, 75)

D-2. Cultural Diversity in Instructional Materials and Processes—The National Education Association believes that educational materials and processes should portray our cultural diversity and the contributions of ethnic minority groups. Ethnic minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitude and recommendations from various segments of the literary world. The Association also acknowledges that many contemporary texts related to ethnic minority groups do not portray realistically their lifestyles but convey a negative self-concept to ethnic minority students.

The Association believes that educators should adopt and use only those basal texts and other educational materials that include accurate portrayals of the role of ethnic minorities in the past, present, and future educational processes. (69, 75)

D-3. Academic Freedom—The National Education Association believes that academic and professional freedom is essential to the teaching profession. Controversial issues should be a part of instructional programs when judgment of the professional staff deems the issues appropriate to the curriculum and to the maturity level of the student. Academic freedom is the right of the learner and his/her teachers to explore, present, and discuss divergent points of view in the quest for knowledge and truth.

Professional freedom includes the teacher's right to evaluate, to criticize, and to advocate his/her personal point of view concerning the policies and programs of the schools. The teacher also has the right to assist colleagues when their academic or professional freedom is violated. (69)

E. PROTECT THE RIGHTS OF EDUCATORS AND ADVANCE THEIR INTERESTS AND WELFARE

E-1. Bargaining Rights—The National Education Association believes that the attainment and exercise of bargaining rights are essential to the promotion of teacher and student needs in society. The Association demands that these rights be advocated where they are now abridged and strengthened where they are now secured. (80)

E-2. Physical Environment for Education—The National Education Association believes that the physical environment for education must keep pace with the growth in the number of students and the changes in methods of teaching and of presenting instructional materials. Schools must be safe, healthful, and attractive. Instructional space must be flexible. Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students. (69, 79)

E-3. Professional Salaries—The National Education Association believes that salary policies should be based on clearly defined factors that are applicable to salaries for all professional services. Extra duties performed by educators should be on a voluntary basis and should be accompanied by extra-duty pay.

The Association believes that instructional performance pay schedules, such as merit pay, are inappropriate because of the complexity of the teaching-learning process.

The Association also believes that local affiliates can best promote the economic welfare of all educators by following the salary standards developed at the state and national levels. (69, 79)

E-4. Basic Benefits—The National Education Association believes that school systems must provide basic benefits including, but not limited to, the following:

a. Comprehensive health insurance

b. Sick leave, with unlimited accumulation

c. Personal leave

d. Maternity/paternity leave, including adoption

e. Sabbatical leave

f. Paid professional leave

g. Paid association leave

h. Workmen's Compensation

i. Life insurance

j. Severance pay

k. Tuition reimbursement

l. Personal assault protection

m. Long-term physical and mental disability insurance

n. Benefit extension for laid-off employees

o. Religious leave.

The Association also believes that the basic benefits of comprehensive health insurance, life insurance, and long-term disability insurance should be provided for educational staff members on official leave of absence or maternity/paternity leave. (79, 80)

E-5. Fringe Benefits—The National Education Association believes that school systems must provide fringe benefits to ensure the personal welfare of school personnel and their dependents. (69, 77)

E-6. Tax Deductions for Professional Expenses—The National Education Association believes that educators must continuously develop professionally and that expenses incurred to do so are professional expenses and must be uniformly deductible, as an adjustment, from gross income in the computation of federal and state income taxes. Included in such deductible expenses are those incurred on sabbatical leave or for educational travel for the maintenance and improvement of teaching skills, and those incurred by maintaining an office in the educator's home. (69, 78)

E-7. Teacher Retirement—The National Education Association shall provide leadership in teacher retirement and believes that state and local retirement systems and programs should include—

a. Boards of trustees, the majority of which are elected by and from the membership

b. Actuarial and investment policies that produce sound financing

c. Annual independent review and audit

d. Full vesting after not more than 5 years of service

e. Provisions permitting the purchase of at least 10 years of teaching credit earned while a member of another retirement system and credit for leaves for maternity/paternity, including adoption

f. Normal retirement of at least 50 percent of the highest single year's rate of salary after 20 years of creditable service, where actuarially sound, and with destacking provisions; voluntary retirement under these provisions

g. Eligibility for disability benefits after 5 years of service

h. Automatic cost-of-living increases to retirees and beneficiaries

i. A joint federal-state program to provide those who have taught in two or more states, or in the Overseas Dependents School System, or other government schools, with benefits substantially the same as they would receive if they retired after a career in one state. Affiliates' support of state statutes compatible with the proposed federal Mobile Teachers Retirement Assistance Act or any program providing comparable portability coverage and Association assistance in preparing and promoting such legislation

j. Full federal funding and equitable administration in the granting of teacher retirement credit for military service

k. Nondiscrimination on the basis of sex or marital status

l. Retirement credit for unused sick leave

m. All compensation, including extra-duty pay, in computing retirement benefits

n. Benefits not reduced by other sources of income, including Social Security benefits

o. Preretirement counseling

p. Retirement housing facilities for teachers

q. Teachers' contributions and benefits that are not subject to federal income taxation

r. Internal Revenue Service rules and regulations which are not discriminatory

s. Annual financial statement distributed to all members

t. Tax-sheltered annuity and deferred compensation plans with a broad choice of programs that would be available to all members. (69, 80)

E-8. Social Security—The National Education Association believes that Social Security should be available to eligible teachers where desired, but shall not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

The Association also believes that teachers who are presently covered under Social Security should strive to remain in the program. It insists on a referendum that would require a majority of affirmative votes of those eligible to vote before a governmental agency files notice to withdraw from the program. If the employee organization votes against withdrawal, cooperative educational and legislative campaigns to forestall withdrawal should be organized and coordinated with other public employee groups.

The Association urges the reform of Social Security laws to eliminate offset provisions that are discriminatory and discrimination based on sex, marital status, or time of retirement and to reduce the retirement age. No benefit promised or no benefit for which money has been collected should be withdrawn without adequate replacement.

The Association further believes that Social Security retirement and survivor benefits should be based upon the Social Security program and Social Security taxes. Health and disability programs should be removed from the Social Security program and financed from general tax revenues. (77, 78)

E-9. Teachers in the Civil Service Retirement System—The National Education Association believes that the retirement program for teachers in the Bureau of Indian Affairs, Department of Defense Dependent Schools, and Department of Defense Section Six schools should remain in the Civil Service Retirement System and should not be merged with the Social Security system. (79, 80)

E-10. Nondiscriminatory Personnel Policies/Affirmative Action—The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, or retired because of race, color, national origin, religious beliefs, residence, physical disability, political activities, professional association activity, age, marital status, family relationship, sex, or sexual orientation.

The Association urges the development and implementation of affirmative action plans and procedures that will encourage employment of women in administrative positions, minorities at all levels, and men in the classroom at the elementary and preschool levels.

It may be necessary to give preference in the hiring, retention, and promotion policies to certain racial groups or women or men to overcome past discrimination. (69, 80)

E-11. Collective Bargaining and Grievance Procedures—The National Education Association believes in the necessity of a teachers' federal collective bargaining law that will not weaken any state or local bargaining laws currently in effect. The Association also demands that all state and local governing bodies bargain collectively with all public employees.

The Association further believes that local affiliates and governing boards must negotiate written master contracts. Such contracts shall result from negotiation in good faith between associations and governing boards, through representatives of their choosing, to establish, maintain, protect, and improve terms and conditions for professional service and other matters of concern, including a provision for agency shop.

Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

The Association also recommends that state affiliates seek statutory penalties for governing boards that do not bargain in good faith or do not comply with negotiated contracts. (69, 79)

E-12. Written Personnel Policies and Procedures—The National Education Association insists that personnel policies and procedures be written and be developed cooperatively by local associations and their local boards of education or appropriate governing bodies. The Association further insists on a cooperative review for improvement of the personnel policies and procedures. Where it exists, improvements will be made through the negotiation process. (69, 79)

E-13. Continuing Employment and Fair Dismissal Practices—The National Education Association believes that federal and state laws must provide for the continuing employment of educators.

The Association also believes that laws and master contracts must afford educators adequate written notice of hearing, including charges; representation by legal counsel with the right to cross-examine witnesses and present evidence; and a decision rendered by an impartial decision maker before demotion, dismissal, or nonrenewal of contract. Upon consolidation or separation of school districts, tenure, salary, and fringe benefits shall be no less favorable than any in effect prior to reorganization.

The Association opposes tenure quotas. (69, 78)

E-14. Privileged Communications—The National Education Association believes that communications between certificated personnel and students must be legally privileged. It urges the united teaching organization to seek legislation that provides this privilege and protects both educators and students. (74, 75)

E-15. Strikes—The National Education Association denounces the practice of keeping schools open during a strike. It believes that when a teacher picket line is established by the authorized bargaining unit, crossing it is strikebreaking. This unprofessional act jeopardizes the welfare of teachers and the educational process.

The Association also believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends several procedures to be used in resolution of impasse, such as mediation, fact-finding, binding arbitration, political action, and strike, if conditions make it impossible for teachers to provide quality education. In the event of a strike by professional employees, extracurricular and cocurricular activities must cease. Appropriate teacher training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency certification or placement practices that constitute strikebreaking.

The Association condemns the use of the *ex parte* injunction; the jailing of teachers; excessive bail; firing of teachers; fines; decertification of an organization as the bargaining agent; loss of association rights; and the revocation or suspension of tenure, certification, and retirement benefits in school work stoppages. The Association urges the state and federal governments to enact, where they do not exist, statutes guaranteeing teachers due process of the law when a work stoppage occurs, including the right to present their case to the state or courts, before back-to-work orders are issued. (69, 80)

E-16. Noninstructional Aides and Auxiliary Personnel—The National Education Association urges local school systems to provide classroom teachers with a supportive staff to free the teacher from nonteaching duties. The Association also urges its affiliates and local school systems to become involved in the selection, orientation, training, and evaluation of noninstructional aides and auxiliary personnel. It further believes that appropriate in-service programs for noninstructional staff must be provided by the school district.

The Association calls upon its local affiliates to resist efforts by school boards to use the employment of noninstructional aides and auxiliary personnel as an excuse to increase class size. It insists that noninstructional aides be used only for noninstructional assistance to the classroom teacher. (69, 80)

E-17. Differentiated Staffing—The National Education Association believes that no differentiated staffing plan should be undertaken or continued unless—

a. Local affiliates act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing.

b. The responsibilities of certificated and noncertificated staff are defined by certificated staff.

c. The community is kept informed and its cooperation sought.

d. Funding is at a level to ensure the maintenance of constructive teaching loads and adherence to the Association's principles for professional salaries.

The Association is aware of the misuse of differentiated staffing plans and will assist its affiliates in correcting such abuse. (69, 79)

E-18. Salary Goals—The National Education Association insists that a professional salary schedule for faculty members should—

a. Be based upon preparation, experience, professional growth, and length of service

b. Have structural continuity through the use of an index or percentage guide

c. Be revised by methods that prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials

d. Provide scheduled minimum salaries which are competitive with beginning salaries paid to college graduates entering business and industry and adjusted annually through negotiated contracts which result in a doubling of the current annual minimum salary within 10 years of faculty experience

e. Provide a differential of 15 percent or more between the scheduled minimum salary for the bachelor's degree and master's degree scales

f. Have automatic annual increments for experience which are in no case less than 10 percent of the bachelor's degree minimum

g. Establish salary credit for intermediate preparation levels between full year schedules to encourage academic advancement

h. Assure that initial placement, advancement on the salary schedule, and promotions are based on objective criteria to eliminate the disparities which currently exist among faculty members of comparable preparation, experience, and length of service

i. Place newly appointed faculty on step according to their teaching experience, allowing full credit for all previous service

j. Be applied in actual practice in an equitable manner so that teachers are not penalized in changing assignments

k. Assure that salary paid for summer, continuing education programs, extended contracts, and extra duty is not less than the rate for regular contract pay

l. Permit no discrimination as to grade or subject taught, residence, creed, race, sex, marital status, or number of dependents

m. Be developed through the process of collective bargaining

n. Compare favorably with income in other professions and occupations of comparable preparation and responsibility

o. Include a cost-of-living adjustment, based upon the consumer price index, which is in addition to the regular pay scale and payable to the employee

p. Define *salary increase* to mean the exact monetary differential between the existing salary schedule and the proposed salary schedule, exclusive of incremental adjustments, and all basic benefits.

The Association further urges its affiliates to seek the repeal of laws limiting maximum salaries for educators. (69, 79)

E-19. Access to Copyrighted Instructional Materials—The National Education Association believes that maximum access to teaching materials is of vital concern to every teacher. It recognizes that the present copyright law provides for two parallel sets of rights—the rights of those who create such materials to profit from their efforts and the rights of those who teach to use those materials in teaching.

The Association insists that the public interest requires that the copyright law include an expanded "not-for-profit" clause coupled with a fair use provision to guarantee to teachers and educational institutions use of copyrighted materials, recognizing a limited right to copy and record such materials for nonprofit educational purposes, including educational broadcasting and technology. It believes that tapes of commercial television programs should be permitted when used for classroom purposes. (69, 80)

E-20. Accountability and Assessment—The National Education Association recognizes that the term *accountability*, as applied to public education, is subject to varied interpretations. The Association maintains that educational excellence for each child is the objective of the education system. The Association believes that classroom teachers can be accountable only to the degree that they share responsibility in educational decision making and to the degree that other parties who share this responsibility—legislators, other government officials, school boards, administrators, parents, students, and taxpayers—are also held accountable.

The Association believes that there should be no single or statewide accountability system. It will resist any attempt to transform assessment results into a national or state testing program that would seek to measure all students, teachers, or school systems by a single standard and thereby impose upon them a single program, rather than providing opportunities for multiple programs and objectives. The Association believes that specific behavioral objectives should not be used as course objectives, nor as a basis for determining accountability.

The Association opposes the unquestioned pursuit of behavioral objectives and insists upon—

a. A critical examination of the effects of use of behavioral objectives

b. The identification of areas where behavioral objectives are useful but not harmful

c. The acceptance of alternative statements of objectives

d. Recognition that evidence of learning is not always available upon request or demand

e. Recognition that performance criteria are not always uniformly or universally applicable to a given population. (71, 76)

E-21. Recording Devices in Schools—The National Education Association insists that the recording or electronic surveillance of the work of any educator without that person's permission must be prohibited. Any subsequent use of a recording or information obtained by electronic surveillance must have the educator's permission. (74, 79)

E-22. Education in the Bureau of Indian Affairs—The National Education Association supports the efforts of the National Council of Bureau of Indian Affairs Educators to achieve quality education for Indian children. The Association urges and will support a change in BIA policies to provide BIA teachers the rights accorded other educators. (71, 75)

E-23. Protection of School Personnel—The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws that guarantee the safety of educators and other school personnel from physical attacks on their persons or property and that provide reimbursement for loss. In no event shall time lost due to injury caused by such physical attacks be deducted from the teacher's accumulated sick leave.

The Association will also develop guidelines for action leading to prevention of verbal abuse or harassment, including sexual harassment, of educators and other school personnel by any individuals. Educators must take the responsibility to call attention to such cases so that appropriate action may be taken.

The Association believes that when school personnel are the victims of physical attack, verbal abuse, sexual or other harassment, or theft, they should receive the full support of their employer in pursuing legal and other remedies.

The Association further believes that the local association must have the right to reflect the concerns of the profession at a student suspension or expulsion hearing.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools. (70, 80)

E-24. Protection of Teacher Advocates—The National Education Association believes in the fundamental right of teachers and all school employees to organize in their own self-interest and to speak out in defense of teachers, other school employees, students, and parents without fear of reprisal.

The Association condemns those boards of education, administrators, and public officials who attempt to fire, demote, transfer, or give punitive assignment to school staff members for their leadership in school employee organizations or their forthrightness in questioning apparent violations of their terms of employment. Such actions are an affront to the dignity of all school employees and a desecration of the principles of a democratic education system.

The Association also believes that school administrators, boards of education, and other public officials should respect the dignity of school personnel and reaffirm the rights of citizens to organize through representatives of their own choosing as well as their rights to exercise all other constitutional guarantees.

The Association insists that local governing boards and administrators respect the right of Association members to use school property, such as teacher message boxes and meeting rooms, for communication without censorship, prior restraint, or other interference.

The Association shall pursue every recourse to achieve redress of wrongs done to school employees and work for guarantees assuring school employees that reasonable pursuit of their representational responsibilities will cause them neither intimidation, harassment, nor loss of employment. (76, 79)

E-25. Employment in Overseas Dependents Schools—The National Education Association believes that the overseas dependents schools operated by the Department of Defense should adopt employment practices consistent with federal legislation and with the Association's established policies.

The Association believes that all teachers should share equal responsibilities and that equal rights, benefits, and entitlements should be accorded to all teachers who are employed overseas. (71, 77)

E-26. Unemployment Compensation—The National Education Association supports the inclusion of educators in unemployment compensation legislation at the state and federal levels. (72)

E-27. Assignment of Substitutes—The National Education Association condemns the practice of assigning substitute teachers to regular teacher positions. Such positions should be filled by available certificated teachers who are eligible to be placed on contractual status by the school district. The Association condemns the practice of utilizing certificated teachers to substitute for personnel on extended leave, without providing full pay plus basic and fringe benefits for the substitute. (75, 79)

E-28. Summer School, Extended

School Year, and Year-Round Schools—The National Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of summer school, the extended school year, and year-round schools. Policies governing summer school, the extended school year, and year-round schools must be in accordance with the Association's principles for professional salaries and class size. Employment in these programs must be on a voluntary basis. (75, 77)

E-29. Underutilization of Teachers—The National Education Association condemns the underutilization of teachers in the nation's schools, which has resulted in unemployment among professional educators at a time when the need for intensifying public education and reeducation has reached crisis proportions. (75)

E-30. Reduction in Force—The National Education Association believes that one of its basic responsibilities is job security and urges its affiliates to support legislation and/or to negotiate in master contracts criteria to be utilized should reduction in force (RIF) occur. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application, and affirmative action. Contracts should establish recall procedures in which staff would be recalled in the reverse order in which they were laid off. Neighboring districts are encouraged to establish jointly such procedures on a regional basis that would provide priority hiring of laid-off teachers.

The Association urges local affiliates to negotiate RIF policies that exclude performance evaluation from consideration in the reduction-in-force process.

The Association condemns the improper use of RIF to eliminate complete areas from comprehensive educational and pupil personnel programs.

It must be recognized that reduction of supportive staff and special staff and nonreplacement of retiring and other resigning teachers are both forms of reduction in force. (75, 80)

E-31. Right to Privacy—The National Education Association believes that teachers should be guaranteed rights of privacy equivalent to those afforded students and parents under federal legislation. These rights must include—

a. The right to access to materials in personnel files, which includes being provided a list of all records maintained by an educational institution; being able to inspect and review such records; obtaining copies of records, explanations, and interpretations of such records, and a record of past accesses

b. The right to access to records, to respond to any record, and to challenge records through formal or informal hearings

c. The right to provide or withhold consent on the release of such records, including the right to receive copies of released materials and to purge inaccurate, misleading, and distorted materials

d. The right to notification and enforcement of these rights by educational institutions. (75)

E-32. Educators and National Service—The National Education Association believes that an educator whose career is interrupted because he/she is called to active service by the National Guard or the reserves, or who fulfills a statutory military obligation, should be guaranteed reemployment and other benefits that would accrue if the educator continued in a position with the school system, such as continued tenure, salary increments, and service credit toward retirement. (75)

E-33. Protection of Retirement System Assets and Earned Benefits—The National Education Association believes that retirement system assets can be invested in all types of investments. Equal consideration should be given to probable income and probable safety of the capital. All retirement benefits earned by teachers should under the law be payable to such teachers. Every effort should be made to maintain or improve existing retirement benefits. No person participating in a retirement system should be forced to accept any reduction in benefits below those that were in force at the time of initial enrollment. The retirement benefits are earned and, therefore, inviolate.

The Association is aware of incursions on retirement system assets by state and municipal governments. Such incursions involve either a misuse of assets or the failure to appropriate required funds to the system. Both practices result in increasing accrued liabilities, which reduce the financial soundness of the system and jeopardize the security of teacher retirement benefits.

The Association believes that these incursions on retirement systems can best be prevented by the passage of preventive federal and/or state legislation. (76, 79)

E-34. Save Harmless/Teacher Liability—The National Education Association believes that whenever any civil action has been or shall be brought against any person holding any office, position, or employment under the jurisdiction of any board of education, including student teaching, for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment, or student teaching, the board shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom; and said board may arrange for and maintain appropriate insurance to cover all such damages, losses, and expenses.

The Association also believes that should any criminal action be instituted against any such person for any such act or omission and should such proceeding be dismissed or result in a final disposition in favor of such person, the board of education shall reimburse that person for the cost of defending such proceeding, including reasonable counsel fees and expenses of the original hearing or trial and all appeals. (76, 79)

E-35. Misuse of Part-Time Faculty—The National Education Association believes that part-time faculty should be employed only when an educational program requires specialized training or expertise not available in the full-time faculty and when the need for such training and expertise does not justify more than half-time employment. Part-time faculty should receive the same salary and fringe benefits as full-time faculty prorated according to the work load. The Association also believes that part-time faculty should not be employed for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time faculty positions. (76)

E-36. Noninstructional Support Staff—The National Education Association believes that greater emphasis must be placed upon securing and maintaining the most capable noninstructional support staff, such as secretaries, clerks, custodians, cafeteria workers, and playground supervisors. The Association recognizes that the noninstructional staff shares the same community of interest with the professional staff. The Association urges that salaries and benefits for the noninstructional staff be competitive with those for similar positions in private industry and business within the geographic area. (77)

E-37. Health Examinations—The National Education Association opposes the imposition of physical and mental examinations by local school authorities for the purpose of harassment of educators.

The Association urges its local affiliates to develop, in cooperation with the local school authorities, guidelines to determine under what circumstances a physical or mental examination of certificated personnel might be deemed necessary.

The Association believes that the costs of any required physical or mental diagnostic procedure should be incurred by the federal, state, or local agency that requires such procedure and that the educator be guaranteed the right to select his or her own physician. (77, 80)

E-38. Higher Education Bargaining—The National Education Association is opposed to the designation of the executive branch of the state government as the college and university employer for purposes of collective bargaining.

The Association shall seek, as a condition for federal funding, that the boards of colleges and universities remain as independent agencies, apart from the executive branch of government. (77)

E-39. Medication in Schools—The National Education Association urges its affiliates to establish procedures for students who must use prescribed medication or who need other medical services during school hours. Procedures should provide that—

a. Only medical personnel be required to administer such medication or perform such services

b. A physician's written verification of the student's need for medication or services be required

c. Written permission of the parent or guardian be required

d. Proper storage of the medication be available.

The Association also urges its affiliates to work for legislation that will protect school personnel from all liability when the adopted procedure is followed and if school personnel refuse to administer medication under any other circumstances. (77, 80)

E-40. Transportation Liability Insurance—The National Education Association urges its affiliates to seek the enactment of state and local legislation that would require local school systems to provide and to incur the expense of transportation liability insurance for teachers who are requested or required to transport students by private vehicle for any school-related function. (78)

E-41. Wage Controls—The National Education Association is opposed to the imposition of wage controls, voluntary or mandatory, that place public employees in an economic position inferior to that of employees in other sectors of the economy. (79)

E-42. Stress on Teachers and Other School Personnel—The National Education Association believes that the dynamics of our society and increased public demands on education have produced adverse and stressful classroom and school conditions. These conditions have led to increased emotional and physical disabilities among teachers and other school personnel.

The Association urges its local affiliates, in cooperation with local school authorities, to develop stress management programs that will facilitate the recognition, prevention, and treatment of stress-related problems.

The Association further urges that the harmful effects of stress on teachers and other school personnel be recognized, and it demands procedures that will ensure confidentiality and treatment without personal jeopardy. (79)

F. SECURE PROFESSIONAL AUTONOMY

F-1. Professional Autonomy—The National Education Association believes the profession must govern itself. The Association also believes that each state should have a professional standards board, with a majority of K-12 public school classroom teachers. Professional standards boards should have the legal responsibility for determining policy and procedures for teacher certification, approval of teacher certification, approval of teacher preparation programs, recognition of national accreditation of preparation programs, and programs designed to improve teacher education. (69, 75)

F-2. Accreditation of Teacher Preparation Institutions—The National Education Association believes in the importance of national accreditation for all teacher preparation institutions and supports the concept that a single national nongovernmental agency perform this function.

The national agency must be broadly representative of the teaching profession and the preprofession and must include students preparing to teach and equitable representation of K-12 teachers in all matters of policy and function. (69, 80)

G. UNITE EDUCATORS FOR EFFECTIVE CITIZENSHIP

G-1. The Educator as a Citizen—The National Education Association believes that every educator has the right and obligation to be an informed and politically active citizen. It further believes that, as private citizens, educators have the right to express their personal viewpoints in public without fear of censorship or intimidation. It supports voter education to alert new voters to voting laws and procedures and key political issues. It urges local affiliates to seek written governing board policies to guarantee educators their political rights, including registering and voting, participating in party organizations, performing jury duty, dscussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office. Provisions should be made to enable educators to serve in public office without curtailment of annual increments, tenure, retirement, or seniority rights, or to serve on jury duty without personal financial loss.

Major decisions affecting schools and colleges are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of educators to involve themselves in the selection, election, and reelection of qualified, committed candidates who support goals that will provide quality education. (69, 79)

G-2. The Right To Know—The National Education Association recognizes that the survival of a constitutional representative democracy is inherently dependent upon an informed electorate. Open meeting and public disclosure laws are essential to permit the monitoring of governmental actions.

The Association therefore commits itself to protect the right of its members, both as voters and as educators of future voters, to be informed by their government to the fullest extent on all domestic and foreign policy, duly observing obvious national security interests. (72)

G-3. One-Person — One-Vote — The National Education Association believes that the principle of one-person—one-vote must apply at all levels of government, including the election of the President of the United States.

The Association urges its affiliates to promote the ratification of the amendment to the U.S. Constitution that would provide for full representation of the District of Columbia in the Congress of the United States.

The Association affirms that the District of Columbia should enjoy the full privileges of home rule. It further believes that the concept of fiscal autonomy is consistent with this position and that the federal payment to the District of Columbia should be based on an established formula. (69, 80)

H. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

H-1. Integration in the Public Schools—The National Education Association believes it is imperative that full integration of the nation's schools be effected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices such as geographic realignment, pairing of schools, grade pairing, satellite, and magnet schools. Some arrangements may require busing of students in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association will assist its affiliates to assure that educators, parents, and students are involved in the development of plans designed to achieve integration. It urges state and federal agencies to provide funds necessary to implement integration programs, including funds for student transportation. The Association also urges participation in citizen advisory committees consisting of teachers designated by the local education association; parents; and representatives of community organizations, business, clergy, and media, which reflect the ethnic make-up of the community in developing, implementing, and evaluating student desegregation plans.

The Association opposes any attempts to delay or impede implementation of desegregation orders.

The Association will continue to oppose vigorously the systematic displacement or demotion of minority, especially Black, teachers and administrators to achieve integration. It also opposes actions of boards of education to finance integration plans through reduction of school staff. (69, 80)

H-2. Human Relations in the School—The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for—

a. School recruitment policies that will ensure culturally diverse certificated and support staffs

b. Appropriate classroom and other student-related activities

c. The development of ways to improve police-community and student-police relations through the joint efforts of school, community, and law enforcement agencies

d. The reduction of the ratio of students to certificated staff; this reduction should be to the level teachers determine to be essential to improved learning

e. The further development of in-service education programs to educate school and community personnel

f. The training of police in behavioral sciences, sociology, and human relations. (72, 80)

H-3. Martin Luther King Day—The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations urge their governors to proclaim January 15 as "Martin Luther King, Jr., Day." The Association calls upon the President of the United States to proclaim January 15 a national holiday. The Association encourages its affiliates and all school systems to plan observances of this date that will promote goodwill among all persons. (69, 75)

H-4. Fair Housing—The National Education Association believes that all citizens should be free to reside in the communities of their choice. Local affiliates should lead in breaking down barriers that limit this freedom. The Association opposes the lending practice of "redlining" and urges affiliates to work toward its elimination. (69, 76)

H-5. Equal Opportunity for Women—The National Education Association insists that all persons, regardless of sex, be given equal opportunity for employment, promotion, compensation, and leadership in all activities.

The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which states: "Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex." The Association urges its affiliates to support ratification of the amendment. It also supports the enactment and full funding of the Women's Education Equity Act.

The Association believes that the Equal Employment Opportunity Commission must have "cease and desist" authority to act in all cases of discrimination based on race, creed, color, national origin, and sex.

The Association urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, and compensation. Personnel policies must include maternity leave; paternity leave; leave for adoption of a child; child-care leave; and professional leave, which encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association further urges professional associations at all levels to adopt policies that ensure women equal access to elective, appointive, and staff positions.

The Association urges the establishment of Women's Education Committees in local and state associations as a vehicle for implementation of equal opportunity for women.

The Association believes that sexism and sex discrimination must be eliminated from the curriculum.

The Association endorses the use of nonsexist language by the united teaching organization.

The Association supports the right of reproductive freedom for all women. The Association urges all branches of government to give high priority to making available all methods of family planning to women and men unable to take advantage of private facilities. (69, 80)

H-6. Civil Rights—The National Education Association is committed to the achievement of a totally integrated society and calls upon Americans to eliminate by statute and practice barriers of race, national origin, religion, sex, sexual orientation, age, handicap, and economic status that prevent some individuals, adult or juvenile, from exercising rights that are enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgement of human and civil rights. Individuals, adult or juvenile, must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society. (69, 80)

H-7. Institutional Discrimination—The National Education Association shall not participate in programs sponsored by any organization and/or its auxiliary that deny membership to certain segments of our society on the basis of race, creed, sex, or ethnic background when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members now presently holding membership in such organizations to discontinue any involvement with such organizations, and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association further urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses and to encourage their students to assess their relationship to such organizations. (74, 79)

H-8. World Peace—The National Education Association recognizes the interdependence of all peoples and urges that the United States make every effort to strengthen the United Nations to make it a more effective instrument for world peace.

The Association supports the 1948 United Nations resolution relating to genocide and promotes the rights of all people by exposing the horrors of war, racism, and genocide.

The Association urges its affiliates and members to implement its commitment to world peace founded on genuine respect for and understanding of individual and cultural diversity, and to develop programs, including the study of additional languages, which promote the ideals of peace, freedom, and human dignity.

The Association believes the methods of peace are superior to the methods of war and in this nuclear age may be basic to the survival of civilization.

The Association urges that the nations of the world, through cooperative talks, develop treaties and disarmament agreements that reduce the danger of nuclear war and free resources for important domestic problems. (73, 79)

H-9. Federal Support for Public Welfare—The National Education Association believes that the conditions which increase reliance on public welfare must be alleviated. It also believes that the costs and operation of public welfare should be assumed by the federal government and be based on standards of human dignity. (71, 79)

H-10. Testing—The National Education Association recognizes the testing of students, preschool through job entry, may be appropriate for such purposes as—

a. Identifying learning needs

b. Recommending instructional activities

c. Describing student progress.

The Association opposes the use of tests that deny students full access to equal educational opportunities or that are used to evaluate teachers.

The Association believes that standardized tests should not be administered when they are—

a. Potentially damaging to a student's self-concept

b. Biased

c. Used as the only criterion for student placement

d. Invalid, unreliable, or out-of-date

e. Used as a basis for the allocation of federal, state, or local funds

f. Used by testing companies or publishers to promote their own financial interests at the expense of sound educational uses

g. Used to compare individual schools

h. Used in an exploitive manner by the media

i. Used as the sole criterion for graduation or promotion

j. Inappropriate for the use intended

k. Used as a criterion for the development of a state system of classification of schools and/or school systems. (78, 80)

H-11. Criterion-Referenced Tests—The National Education Association believes that criterion-referenced tests are a viable alternative to standardized norm-referenced tests. Such tests should be designed to describe student performance based on carefully developed curriculum. It is inappropriate to administer criterion-referenced tests that do not specifically measure instructional content.

Staff, time, instructional materials, and other resources should be provided to assist students who experience difficulty achieving the desired criteria reflected by tests. (80)

H-12. Truth in Testing—The National Education Association believes that intelligence, aptitude, and achievement tests have historically been used to differentiate rather than to measure performance and have, therefore, prevented equal educational opportunities for all students, particularly minorities, lower socioeconomic groups, and women. Contemporary research on the structure of the intellect identifies multiple and varied mental operations and advances the significant premise that these operations can be taught, that intelligence is dynamic rather than fixed.

The Association further believes that the truth-in-testing movement is an important step for bringing about long-needed test reform. Therefore, it urges all state affiliates to strive for passage of truth-in-testing legislation that includes a provision for each individual test taker to receive a copy of all test questions, scores, and rationale for correct answers. (80)

H-13. Athletic Programs—The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff must be equally allocated between female and male programs. (74)

H-14. Invasion of Privacy—The National Education Association is alarmed at the increasing surveillance of individual citizens by private and governmental agencies and school authorities. The cross-filing and interchange by private and governmental agencies of computerized information includes prejudicial reports on citizens, including students and teachers, descriptions and geographic locations of individuals who petition for redress of grievances, and of those who are involved in civil rights activities.

The Association is opposed to such practices on the part of governmental and private agencies. It is committed to effect the immediate cessation of such surveillance and elimination of information obtained thereby. (70, 75)

H-15. Voting Requirements—The National Education Association urges its affiliates to seek legislation that will provide simplified absentee voting provisions for all elections and uniform registration requirements without restrictive residency provisions. (71, 74)

H-16. Sectarian Practices in the School Program—The National Education Association believes that the constitutional provisions on the establishment of and the free exercise of religion in the First Amendment require that there be no sectarian practices in the public school program.

The Association opposes the imposition of sectarian practices in the public school program and urges its affiliates to do the same. (78, 79)

H-17. Abuse of the Elderly—The National Education Association urges that attention be brought to the plight of the elderly and retired who suffer physical and mental abuse.

The Association condemns those policies and practices tolerated at the state and federal levels that result in poor medical care, physical and mental abuse, excessive pharmaceutical charges, inadequate dietary programs, deteriorating living quarters, and untrained staff for patients and residents of nursing and retirement homes.

The Association also supports legislation and consumer education to eliminate the use of unethical techniques, scare tactics, and misrepresentation to divest the retired and elderly of their financial resources.

The Association urges its affiliates to join in political action to bring about legislative and administrative reform at the state and national levels. (78, 80)

H-18. Human Rights—The National Education Association believes that the governments of all nations must respect and protect the basic human and civil rights of every individual. The Association deplores the use of any action that limits or prohibits the free and responsible exercise of these rights. It calls on the world community of educators to lead in the effort to prevent any encroachment on basic civil and human rights.

The Association deplores the taking of human life in the name of political statement and stands opposed to terrorism, piracy, or any like act that endangers human life. (77, 79)

H-19. Zionism—The National Education Association has long been an advocate of the United Nations and has actively supported the many worthwhile activities of that body. The Association is appalled, however, by the action at the UN General Assembly in declaring Zionism a form of "racism and racial discrimination."

Zionism is a part of the Jewish people's struggle for a homeland. It has been a movement to save themselves from discrimination and eradication. It has been a symbol of the revival of the Jewish national life. One cannot forget the centuries of discrimination suffered by the Jewish people and the holocaust which led to the extermination of six million Jews.

The passage of the resolution is a profound error of judgment that equates Zionism with racism and racial discrimination and thereby threatens the state of Israel.

The Association is deeply committed to the elimination of racial and religious discrimination in all of its forms. It therefore deplores the UN General Assembly action which departs so radically from the ideals expressed in the organization's charter. The Association urges prompt repeal of the resolution. (76, 79)

H-20. Minority Educators—The National Education Association believes that multiracial teaching staffs are essential to the operation of nonsegregated schools. The Association deplores the current trend of diminishing numbers of minority, especially Black, educators.

The Association urges local and state affiliates and appropriate governing bodies and agencies to work to increase the number of minority teachers and administrators to a percentage at least equal to, but not limited to, the percentage of the minority in the general population. The Association further urges the Department of Defense Schools to take positive steps to recruit minority educators effectively. (79)

H-21. Black Higher Education Institutions—The National Education Association recognizes that historically Black institutions of higher education have played a vital role in helping Americans in their efforts toward building a truly pluralistic society.

The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. (80)

H-22. Extremist Groups—The National Education Association is concerned about the emergence and resurgence of extremist groups.

The Association strongly believes that our nation's children must be educated to understand and respect cultural, ethnic, religious, and other individual differences, the rights of others, and the importance of these to a healthy pluralistic democracy.

The Association condemns the philosophy and practices of extremist groups and their efforts to recruit young people in our schools, and it urges all its affiliates and members to oppose actively all such movements whose objectives are inimical to the ideals of the Association. (80)

I. OBTAIN FOR ITS MEMBERS THE BENEFITS OF AN INDEPENDENT, UNITED TEACHING PROFESSION

I-1. Strong Professional Associations—The National Education Association believes its status as an independent and professional organization is vital to its members and affiliates. This independence must be safeguarded in any alignments with other organizations. (74)

I-2. Membership Participation in Associations—The National Education Association believes that every educator has the right and obligation to participate fully in the professional association. It also believes that school policies should provide release time without loss of pay to educators fulfilling leadership responsibilities in professional organizations or attending professional meetings. (69, 79)

I-3. Minority Participation in Associations—The National Education Association believes that at every phase of governance and on all decision-making levels of the united teaching organization there should be minority participation at least proportionate to the identified ethnic minority population of that geographic level.

Ethnic minorities should be included as candidates for positions at all levels. The Association should promote minority participation in program development and should employ minorities and women in staff positions.

The Association urges its affiliates to maintain the commitment to organizational policies and programs that promote the training and involvement of minorities at all levels of the organization.

The Association believes that there is a need for systematic evaluation of minority participation at all levels every two years and that these findings should be reported to the Representative Assembly. (72, 79)

I-4. Appointments by the President of the United States—The National Education Association believes that the needs of all Americans for education of the highest quality demand that criteria for Presidential appointments in the field of education be based on significant accomplishments in the educational community.

The Association requests that Presidential appointments of federal education officials be made only after screening and approval by a panel of professional educators established by the Association's Board of Directors. (70, 80)

I-5. Retired Teacher Participation—The National Education Association believes that the united teaching organization should ensure that retired teachers are afforded the opportunity to gain input into association programs and activities at the national, state, and local levels. (76)

I-6. Supporting Locals in Jeopardy—The National Education Association believes that direct and immediate assistance should be afforded to those affiliates of the united teaching organization membership that exist within highly concentrated AFT, independent locals, or National Association of Professional Educators territories. Large support is needed to effect ultimately the desired membership growth within the Association. The Association urges its affiliates to initiate programs which will strengthen and enhance the local organizational structure. Continuous communications and interinvolvement of the local, state, and national bodies are keys to the success of the local affiliates in building solid professional organizations.

The Association further urges that procedures be implemented to ensure members of its locals that are not the bargaining agent an effective means of processing and resolving grievances. (76, 80)

I-7. High School Organizations for Future Teachers—The National Education Association supports the concept of an organization of high school students who are interested in the field of education as a profession.

The Association urges its state affiliates to promote this concept. (80)

Speakers salute teacher activism

from page 7

The more than 7,600 delegates heard Florida Governor Bob Graham acknowledge teachers' growing sophistication and praise them for their political savvy: "You have all learned a great deal by coming out of your classrooms and taking part in the political processes of government. I salute you for your courage and your success."

Graham, who was elected governor in 1978 largely through teacher efforts, suggested that many Americans could learn a great deal about the education system by returning to the classroom. Delegates cheered his suggestion that teachers challenge school board members, superintendents, governors, and other public officials to spend one day teaching—not guest lecturing—during the first week of school.

Hufstedler: 'Stand firm'

Accompanying President Carter to the NEA convention and staying to attend several sessions was Shirley M. Hufstedler, who left a California federal judgeship last May to become the nation's first Secretary of Education. In her speech to the delegates, she urged them to stand firm against attacks by those who would make teachers "the ultimate scapegoats."

"By ignoring the successes of public schools and blaming teachers for all their failures," Hufstedler said, "our opponents hope to goad teachers into an unreasoning defense of every aspect of the current system." The secret to being a successful teacher in the 1980's, she added, "is to reject generalized blame for all of education's ills while accepting in a very personal way the responsibility for each student's success or failure."

A successful education association, the Secretary said, defends its members from unfair attacks while helping them cope with existing problems. "Every such problem that teachers fail to address in creative and constructive ways will offer one more opening for attempts to lure the American people from their historic commitment to public education."

At a news conference, NEA President McGuire expanded on the Carter Administration's education record, noting that the President had not only fulfilled his promise to create a Department of Education and worked for markedly increased federal education appropriations, but had also helped defeat tuition tax credits legislation, supported the Equal Rights Amendment, and promised to give a "fair hearing" to federal legislation providing collective bargaining rights for teachers and other public employees.

In his address to the delegates, McGuire made it clear that teachers will continue their efforts—both in and out of the classroom—to improve education. He said, "Teachers will no longer remain silent in the classrooms while our opportunity to help our students is stolen from us in the board rooms and the legislatures and the Congress! We are going to speak out. We are going to remain involved. We are going to keep on making a difference until we have what we need to serve the needs of our students—and to do so without having to revert to a state of poverty ourselves."

Also speaking to the delegates, NEA Executive Director Terry Herndon promised that the NEA will devote its best efforts to ratifying the Equal Rights Amendment (ERA), securing a national collective bargaining law, and protecting the educational and economic gains of minorities. He noted that the route to achieving these goals lies in exerting pressure at all levels of government. "We have experienced success in electing school boards, city councils, county commissioners, legislators, governors, and even one President of the United States," Herndon said. "In fact, that was so much fun, we're about to do it again."

With the deadline for ERA ratification less than two years away, Herndon announced a renewed NEA drive in the unratified states (*see page 6*).

A new push will also be made for a national collective bargaining law, Herndon said. "While some version of the collective bargaining process has been institutionalized in many states, the fact remains that teachers who strike are being thrown into prison, fined prodigious amounts of money, and fired from their jobs. . . . The real crime is not teachers in contempt of court, but government in contempt of justice and decency."

Legislative goals set

In an effort to achieve the broadest possible support among NEA leaders and members for the Association's top federal lobbying goals, for the first time ever these legislative priorities were formally adopted by the delegates. NEA's lobbying prowess and resources will be focused on two main objectives in the next Congress: general aid to education, and collective bargaining rights for teachers based on the "spending powers" authority of Congress.

In other Representative Assembly business, the delegates adopted a $71 million NEA budget for fiscal year 1980-81, an increase of 6 percent over last year's total. They also completed the changes in NEA's governing documents made necessary by the Association's 1979 decision to comply with the Landrum-Griffin Act.

An amendment that passed overwhelmingly gives NEA "educational support" members full membership and voting rights in the Association. The amendment also changes certain ethnic minority provisions in the constitution to bring them into line with changes made earlier in the bylaws and standing rules, while directing NEA to do everything that is legally permissible to achieve ethnic minority participation in all elective and appointive offices.

Another proposed constitutional amendment, which would have eliminated "educational support" personnel from eligibility for NEA membership, was voted down by more than 77 percent of the delegates.

Secretary Hufstedler:

Teachers' spirit indomitable

It is fashionable today to long for the idyllic schools of the 1950's . . . [But] in 1950 less than 34 percent of our youngsters graduated from high school. Only 6 percent graduated from college. The education of whole generations of minority youngsters was flatly ignored; our borders had been closed to immigrants and the difficult problems of bilingualism for a generation; and the vast majority of handicapped youngsters sat helplessly and hopelessly at home or idled away their lives behind institutional walls. Yet despite the lack of such "complications," and despite the simpler demands of a much less technologically sophisticated era, America was moving serenely toward a sputnik-induced realization of educational failure. . . . Perhaps it is time that our politicians learned what our teachers already know: tomorrow's schools cannot be as good as those of a generation ago; they must be much, much better.

. . . I believe that we will succeed in building such schools: schools of excellence that function in a democratic and technologically superior society; schools that cope with radically different family and economic structures. And I know that if we are successful, we will owe it to the indomitable spirit of our teachers, to their ability to reject aspersions, to shrug off the blame-casters, while continuing to accept the difficult responsibility for American education.

Delegates cast secret ballots to fill five NEA officer positions. Elected were (from left) Mary Hatwood Futrell of Virginia, NEA secretary-treasurer; Gary Obermeyer of Nebraska and Luther Burse of Pennsylvania, NEA Executive Committee members; Billie Nave Masters of California and Pete V. Treibley of Maryland, at-large members of the Board of Directors.

Governor Graham:

Let them come to the classroom

If our politicians would really like to know, if our parents would really like to know, if our magazine editors would really like to know what's wrong with education in America, I say this: let them come to the classroom. . . . And let them come as real teachers, not as guest lecturers for an hour. Challenge them to spend the night with a family with school-age children the night before, challenge them to actually do lesson plans . . ., challenge them to do bus duty, hall duty, lunchroom duty, challenge them to come to the first double sessions at 7 a.m. And challenge them to teach for a day in America's schools. That's how they can find out what's wrong with education in this country. . . . I guarantee that one day spent dealing with the realities of education these days will do more than a library shelf full of reports and statistics. . . . And when they leave, they will leave as changed people, as I did when I taught in the classrooms of Florida.

NEA HUMAN RIGHTS REPORT

Special conferences target minority and women's issues

LOS ANGELES—Two conferences held here just prior to the NEA convention gave some 450 minority and 200 female delegates an opportunity to explore topics of particular interest.

Theme of the first conference was "Building a Working Agenda for Minority Educators for the 80's." Issues examined included minority teacher stress, leadership development, multicultural education, budget building, competency-based testing, implications of NEA's coming under the Landrum-Griffin Act, and strategies for coping with the New Right.

The women's conference theme was "NEA: A Force for Multicultural Sex Equity." Multiple tracks offered peer training in personal leadership skills, sex equity in physical education, sex equity in career education, and several other areas. Minisessions focused on affirmative action, the Equal Rights Amendment, math avoidance, sexism and the New Right, funding sources for work toward women's educational equity, and other current issues.

Karen Garr (left) of Raleigh, N.C., and Louise Washington of San Diego, Calif., pool efforts on a leadership training exercise during preconvention women's conference.

At preconvention minority conference, Newark (N.J.) delegates Barbara Harris (left) and Vernell Copeland co-chair a workshop on teacher stress and ways to cope with it.

Awards honor civil, human rights achievements

LOS ANGELES—A television star, seven community leaders, and two education associations were honored at the 14th annual NEA Human and Civil Rights Awards Dinner, held here on July 4.

A special award for outstanding use of television to portray interethnic relations was presented to **Ken Howard**, star of the CBS-TV program "The White Shadow."

The H. Councill Trenholm Memorial Award for leadership in advancing intergroup understanding within the education profession was given to **John W. Davis**, director of education for the NAACP Legal Defense Fund in New York. Davis, 93, had been active in teacher defense, international relations, and higher education.

The Rev. **S. Howard Woodson, Jr.**, commissioner of the Civil Service Commission in Trenton, N.J., received the Whitney M. Young, Jr., Memorial Award for promoting equal employment in education. **Ernest Libarios**, founder and director of Project RISE (Resourceful Individuals Seeking Education) in Aiea, Hawaii, received the Award for Leadership in Asian and Pacific Island Affairs.

The George I. Sanchez Memorial Award was presented to **T. Joe Sandoval** of Salt Lake City, Utah. Sandoval, son of a migrant farmworker and co-author of *Utah: A Hispanic History*, has helped promote equal educational opportunities for Hispanic students.

The Leo Reano Memorial Award for leadership in resolving social problems, particularly as they relate to persons of American Indian and Alaskan Native heritage, was presented to **Frances Paisano**. A member of the Nez Perce tribe, Paisano is an elementary and special education teacher in Idaho.

Ancella R. Bickley, vice president for administration at West Virginia State College, received the Carter G. Woodson Memorial Award, given jointly by NEA and the Association for the Study of Afro-American Life and History for leadership and creativity in promoting Afro-American Month.

The Award for Creative Leadership in Women's Rights was presented to **June Gable**, Title IX manager for the Sacramento City (Calif.) Unified School District.

The Rosena J. Willis Memorial Awards are presented annually to NEA affiliates for outstanding human relations programs. This year's winners were the **Indiana State Teachers Association** and the **Morristown** (Tenn.) **Education Association.**

Morristown (Tenn.) Education Association President Michael Bundy accepts the Willis Award honoring the local association with the most outstanding human relations program.

Indiana State Teachers Association Human Rights Director Arthur Jordan and President Cordell Affeldt accept the 1980 Rosena J. Willis Memorial Award for the state association having the most effective human relations program.

Ken Howard, star of the CBS television series "The White Shadow," thanks the producers, cast members, and others who have made the program possible. The series won a special NEA human relations award for its sensitive portrayal of a racially mixed high school basketball team.

John W. Davis, winner of the 1980 H. Councill Trenholm Memorial Award, suffered a heart attack following his return home from Los Angeles and passed away July 12.

Frances Paisano, recipient of NEA's Leo Reano Memorial Award, is a teacher and consultant who has helped promote Indian education in Idaho and the Northwest.

NEA AFFILIATES IN ACTION

FLORIDA: Dade teachers declare independence from AFT 'tyranny'

MIAMI—Charging that their American Federation of Teachers local had "deceived, bullied, and failed" them, members of the Dade County AFT's opposition caucus have pulled out of the union and formed the Dade Teachers Association (DTA). The newest urban affiliate of NEA and the Florida Teaching Profession (FTP-NEA), DTA has set its sights on winning collective bargaining rights within three years.

Dade County, which includes the city of Miami, employs about 15,000 educators. Its school system is the nation's seventh largest.

The ex-AFT members chose to join FTP-NEA when they recognized the impossibility of reforming the Federation. Despite winning more than 40 percent of the vote last winter in an internal union election against the entrenched local AFT leadership, caucus members were entirely shut out of policy-making positions.

The Dade AFT had prematurely reopened its contract and obtained a 2 percent salary increase just days before the balloting began. In other Florida counties, FTP-NEA locals waited for an appropriations bill then pending in the state legislature which mandates a minimum $950 pay hike. Teachers outside Dade County stand to gain 5 percent or more.

"The AFT leadership here in Dade County could and should have waited too, and our teachers would be at least $400 better off in 1980-81 if they had," says DTA Executive Director Kino Barrowman, formerly top aide to the Dade AFT president. She chaired the opposition caucus and led it into FTP-NEA.

Settling for a substandard pay hike is only the latest of what Barrowman calls "AFT atrocities." AFT leaders, she says, have consistently "put their own ambitions ahead of the well-being of teachers." In 1979, for example, the Dade AFT agreed with the school board to sponsor legislation abolishing tenure. The rationale was that as long as teachers have statutory protections, they are insufficiently dependent upon the union and its contract.

Barrowman and DTA President Virginia DiCristafaro issued their "Declaration of Independence" on July 4 at NEA's annual meeting in Los Angeles.

NORTH CAROLINA: Best salary schedule ever

RALEIGH—The North Carolina Association of Educators (NCAE) achieved a new salary schedule in June that guarantees every teacher in the state a pay increase of 34 to 36 percent over the next four years.

The new schedule, coupled with a 10 percent across-the-board increase for all teachers, means raises of 11 to 14 percent in September, plus increases of about 5 percent in each of the next four years. The new B.A. minimum is $12,390; new top for the B.A. is $19,630. Local salary supplements are paid in about 60 percent of the state's school districts.

The breakthrough on the schedule came after NCAE endorsed Governor James B. Hunt, Jr., for renomination in the primary race against former Governor Robert W. Scott. Hunt wrote the new salary schedule into his proposed budget, and it passed the legislature with very little controversy.

NEW ENGLAND: Fund drive still 'cooking'

NORWOOD, MASS.—As the new school year begins, the New England Teachers' Trust Fund (NETTF) is once again sounding a nationwide call for contributions in any amount to help pay enormous strike fines incurred in 1978 and 1980 by associations in Fall River and Springfield, Mass., and in Bridgeport, Conn.

The trust fund, a joint effort of the Massachusetts Teachers Association and the Connecticut Education Association, has some $400,000 left to raise.

For a donation of $5.95, contributors may request a copy of *What's Cooking in New England*, a 95-page cookbook featuring easy-to-prepare recipes provided by teachers throughout the region. Checks or money orders should be addressed to NETTF, Box 112, Norwood, MA 02062.

COLORADO: Community stands behind teachers

ANTONITO—Through the efforts of 37 striking teachers and their supporters, all five members of the school board here have been ousted from office. They were voted out in a recall election in June, and a new board was elected in August. Four of the five former members had campaigned fiercely to regain their seats in the August election, but none were voted back into office.

Dolores Garcia, president of the Antonito Classroom Teachers Association (ACTA), called the successful recall campaign a victory for friends of education. "In electing all new people to the school board," she said, "voters made it clear they are fed up with members' using the board for their own political gain, rather than working to achieve quality education."

The five new board members, all backed in the election by ACTA, pledged to open up the process by which educational decisions are made and to establish a citizens advisory committee to find out what improvements are needed in the schools.

At press time Garcia was optimistic about chances for an early settlement with the newly elected board. She said negotiations would begin immediately and that both the board and striking teachers, who had been out 54 days when schools closed for the summer, hoped to reach an accord by the time schools opened in late August.

Dolores Garcia, president of the Antonito Classroom Teachers Association, is interviewed by a Denver TV news reporter as ACTA members picket the state capitol.

The teachers, who originally struck last March to win their first master contract, returned to the picket lines in April when the board rewrote the amnesty clause in the negotiated agreement. The board then nonrenewed several of the striking teachers.

Throughout the strike the board refused to compromise, despite pressure from Governor Richard Lamm, the state education commissioner, and federal mediators. Finally angry parents forced the recall election of the entire board by securing the signatures of more than 500 voters in this tiny southern Colorado town of 1,000.

NEA recommends...

Teachers, students, and their families should enjoy watching the following NEA-recommended television programs in the coming weeks:

Shogun—*Monday through Friday evenings, September 15-19, NBC.* This 12-hour dramatic miniseries, based on the best-selling epic novel by James Clavell and filmed entirely on location in Japan, stars Richard Chamberlain as John Blackthorne, a shipwrecked English navigator who becomes a samurai (knight) in Japan in the early 1600's.

Shogun is at once a classic romantic tragedy and a complex tale of political intrigue in feudal Japan. It dramatizes the clash of cultures as seen through the eyes of a European Renaissance man who is in some ways "civilized" by his exposure to the Japanese way of life.

With Chamberlain in the accompanying photo is co-star Toshiro Mifune, who plays Toranaga, a powerful warlord plotting to become shogun (supreme military dictator).

The first segment will be aired *Monday, September 15 (9-12 p.m.)*, with remaining parts to be broadcast *September 16 (9-11 p.m.), September 17 (9-11 p.m.), September 18 (9-11 p.m.),* and *September 19 (8-11 p.m.).* All times given are Eastern Daylight Time.

Live from the Met—*Saturday, September 27, PBS, 8 p.m. EDT.* A live performance of Puccini's "Manon Lescaut," starring Renata Scotto, Placido Domingo, Pablo Elvira, and Renato Capecci. Metropolitan Opera music director James Levine conducts.

Check local listings for exact broadcast times in your area.

Videotapes: by teachers, for teachers

PHOENIX, ARIZ.—Successful teachers around the country are now sharing their innovative classroom practices with their colleagues via videotape. Produced by the Teachers Institute of Continuing Education, Inc., here and distributed by NEA, the videotapes available so far explore ways to reduce vandalism, provide better programs for the gifted and talented, foster student leadership skills, create a learning environment that motivates students, provide positive discipline in the high school classroom, and unchain teachers to be free to teach.

Future videotapes will spotlight teachers who have developed new approaches to bilingual education, motivating the alienated student, teaching the handicapped student, reducing school violence, and enriching the curriculum.

Explains Teachers Institute Executive Director Kay Battista, a former New Jersey teacher, "Now that budgets have been cut drastically in many districts, and school boards are not sending teachers away to workshops, this videotape series can provide in-service training at very low cost."

An advisory council consisting entirely of NEA members—many of whom are state and national association leaders—selects the general subjects for videotaping. NEA state affiliates then recommend teachers known for their successful handling of these subjects, to be filmed in their classrooms. The advisory council must approve the edited version of each videotape.

Members of the advisory council are Luther Burse, Cheyney, Pa.; Kaye Chatterton, Sandy, Utah; José Correa, Colorado Springs, Colo.; Donald Eklund, Phoenix, Ariz.; Elayne Hunt, Odessa, Texas; Louise Kutz, Stillwater, Minn.; Frank Montalbano, Fairlawn, N.J.; and Gary Obermeyer, Seward, Nebr. Both Burse and Obermeyer were elected this summer to the NEA Executive Committee; Chatterton and Hunt serve on the NEA Board of Directors.

Purchase price of the videotapes is $157.50 each; weekly rental fee, $35. For complete information write to NEA Publishing, 1201 Sixteenth Street, N.W., Washington, DC 20036.

NEA Board of Directors roll-call votes

Under a policy set by the NEA Board of Directors in 1975, roll-call votes of the Board must be published in the NEA REPORTER.

One such vote was taken at the May 2-4, 1980, Board meeting, and two at the July 1-2, 1980, meeting.

Subjects of votes:

Note I—May 2-4, 1980

#1—To approve expenditures from contingency funds in the amount of $327,000. (118 YES, 0 NO, 0 ABSTAIN, 10 NOT VOTING, 6 ABSENTEES)

Note II—July 1-2, 1980

#1—To authorize an expenditure in the amount of $55,129 from contingency funds to meet NEA's dues obligation to WCOTP. (111 YES, 7 NO, 0 ABSTAIN, 13 NOT VOTING, 2 ABSENTEES)

#2—To approve for transmittal to the 1980 Representative Assembly the proposed 1980-81 program budget. (126 YES, 2 NO, 0 ABSTAIN, 3 NOT VOTING, 2 ABSENTEES)

Key:
'Y'—voted in favor of the issue
'N'—voted in opposition to the issue
'NV'—vote not recorded on the issue
'O'—absent from meeting
'—'—not officially seated
'*'—alternate director
'**'—indicates position on the issue

Name	State	Roll Call Vote # 1 (Note I)	1 (Note II)	2 (Note II)
Butler	Ala.	Y	Y	Y
Dotson	Ala.	Y	Y	Y
Potter	Alaska	Y	Y	Y
Beachem	Ariz.	Y	Y	Y
Guy	Ariz.	Y	Y	Y
Johnson	Ark.	Y	Y	Y
Edwards	Calif.	O	—	—
Estrellas	Calif.	Y	Y	Y
Foglia	Calif.	NV	Y	Y
Hodgkins	Calif.	Y	Y	Y
Kuiper	Calif.	Y	Y	Y
Logue	Calif.	Y	Y	Y
Shaw	Calif.	Y	Y	Y
Stover	Calif.	—	Y	Y
Tinson	Calif.	Y	NV	NV
Vick	Calif.	Y	Y	Y
Bradshaw	Colo.	Y	Y	Y
Lansford	Colo.	Y	Y	Y
Rossomando	Conn.	Y	Y	Y
Waller	Conn.	Y	Y	Y
Gates	Del.	Y	—	—
Testerman	Del.	—	Y	Y
Coluzzi	D.C.	Y	Y	Y
Scott	Fla.	Y	Y	Y
Wilson	Fla.	Y	Y	Y
Scott	Ga.	Y	Y	Y
Wright	Ga.	Y	Y	Y
Elento	Hawaii	Y	Y	Y
Ducker	Idaho	O	Y	Y
Barrow	Ill.	Y	NV	Y
**Betterman	Ill.	Y	Y	N
**Mack	Ill.	Y	Y	N
Mishler	Ill.	Y	Y	Y
Hanna	Ind.	Y	Y	Y
Hock	Ind.	Y	NV	Y
Moudy	Ind.	Y	Y	Y
Halliburton	Iowa	Y	Y	Y
Mitchell	Iowa	Y	Y	Y
Peterson	Kans.	Y	Y	Y
Steele	Kans.	Y	Y	Y
Harvey	Ky.	Y	Y	Y
Nall	Ky.	Y	Y	Y
Coleman	La.	Y	Y	Y
Scott	La.	Y	Y	Y
Sullivan	Maine	Y	Y	Y
Elliott	Md.	Y	Y	NV
Jones	Md.	Y	Y	Y
Dunn	Mass.	O	Y	NV
Gilmore	Mass.	Y	Y	Y
Schutt	Mass.	Y	Y	Y
Taylor	Mass.	Y	Y	Y
Christian	Mich.	Y	Y	Y
Duckworth	Mich.	Y	NV	Y
Kosa	Mich.	Y	Y	Y
Safronoff	Mich.	Y	Y	Y
Smith	Mich.	Y	Y	Y
Bauermeister	Minn.	Y	Y	Y
Holman	Minn.	Y	Y	Y
Newton	Minn.	Y	N	Y
Woods	Miss.	NV	Y	Y
Keeling	Mo.	Y	Y	Y
Johnson	Mont.	Y	Y	Y
Kaldahl	Nebr.	Y	Y	Y
Conrad	Nev.	Y	Y	Y
Jenis	N.H.	Y	Y	Y
Blackburn	N.J.	Y	Y	Y
Gibson	N.J.	Y	Y	Y
Goldman	N.J.	Y	Y	Y
Parish	N.J.	Y	Y	Y
Ward	N.J.	Y	Y	Y
Smith	N. Mex.	Y	Y	Y
*Carter	N.Y.	Y	—	—
*Koblitz	N.Y.	Y	—	—
Pisa	N.Y.	O	Y	Y
Washington	N.Y.	O	Y	Y
Jones	N.C.	Y	Y	Y
Rader	N.C.	Y	Y	Y
Wilson	N.C.	Y	Y	Y
Larson	N. Dak.	Y	Y	Y
Abel	Ohio	NV	NV	Y
Luddeke	Ohio	NV	Y	Y
Potts	Ohio	NV	Y	Y
Savage	Ohio	NV	Y	Y
Willcox	Ohio	Y	Y	Y
Dyer	Okla.	Y	Y	Y
Fulton	Okla.	O	O	O
Lawrence	Ore.	Y	N	Y
Wiper	Ore.	Y	N	Y
Rollins	OV	Y	Y	Y
Burse	Pa.	Y	NV	Y
Farr	Pa.	Y	NV	Y
Huntley	Pa.	Y	Y	Y
Mechlowitz	Pa.	Y	NV	Y
Wyland	Pa.	Y	Y	Y
del Valle	P.R.	Y	Y	Y
Mello	R.I.	Y	NV	Y
Cooper	S.C.	NV	Y	Y
Kanapaux	S.C.	Y	Y	Y
Horgen	S. Dak.	Y	Y	Y
Akers	Tenn.	Y	Y	Y
Martin	Tenn.	NV	Y	Y
Pike	Tenn.	Y	Y	Y
Brock	Texas	Y	Y	Y
Foster	Texas	Y	Y	Y
Harrell	Texas	Y	Y	Y
Hilger	Texas	Y	Y	Y
Hunt	Texas	Y	Y	Y
Reininger	Texas	Y	Y	Y
Chatterton	Utah	Y	Y	Y
Chaffee	Vt.	Y	N	Y
Coffey	Va.	Y	O	O
Gant	Va.	Y	Y	Y
Nelson	Va.	Y	Y	Y
Horne	Wash.	—	Y	Y
Peterson	Wash.	NV	Y	Y
Wahlquist	Wash.	NV	Y	Y
Keeney	W. Va.	Y	Y	Y
Lewandowski	Wisc.	Y	N	Y
Niemeier	Wisc.	Y	N	Y
Stephenson	Wisc.	Y	N	Y
Anderson	Wyo.	Y	Y	Y
Benson	At Large	Y	Y	Y
Deaton	At Large	Y	Y	Y
Futrell	At Large	Y	NV	Y
**Sproul	At Large	Y	NV	Y
Kroll	SNEA	Y	Y	Y
Plata	SNEA	Y	Y	Y
Walker	SNEA	Y	Y	Y
Bowser	Ex. Com.	Y	Y	Y
Bruch	Ex. Com.	Y	NV	Y
Fujimori	Ex. Com.	Y	Y	Y
Owens	Ex. Com.	Y	Y	Y
Woodard	Ex. Com.	Y	Y	Y
Wynn	Ex. Com.	Y	NV	Y
McGarigal	Ex. Com.	Y	Y	Y
Freitag	Ex. Com.	Y	Y	Y
McGuire	Ex. Com.	Y	Y	Y

STATEMENTS REGARDING NOTE II

**James Sproul, director at large, was not present during Roll Call Vote #1 at the July 1-2, 1980, meeting and requested that his negative position be indicated.

**Lee Betterman and Pearl Mack, directors for Illinois, submitted the following statement explaining their negative vote on Roll Call Vote #2: "Our 'no' vote on the budget reflects our dissatisfaction with the process of transition from a program goal area budget to an administrative budget which should have been developed as requested to facilitate Board member and delegate understanding in locating previous programs, ongoing programs, and completed programs in the budget."

Teacher exchange deadline near

WASHINGTON, D.C.—Under the teacher exchange program authorized by the Fulbright-Hays Act, elementary and secondary teachers, college instructors, and assistant professors are eligible to teach or attend summer seminars abroad. Deadline for applications for the 1981-82 academic year is November 1, 1980.

Approximately 100 teachers are chosen for the job exchange each year, with most of them going to England. Requirements are U.S. citizenship, a bachelor's degree, and at least three years' teaching experience for the job exchange. Only two years' experience is required for the seminar program. Travel and other expenses are not provided by the government; teachers selected must be able to pay their own way.

To obtain a brochure and application, write to Dorothy L. Stewart, Chief, Teacher Exchange Program, International Education Office, Department of Education, EPFT-1, 7th and D Streets, S.W., Washington, DC 20202, or call her at 202/245-9700.

Handicapped teachers are focus of new study

WASHINGTON, D.C.—Are you a physically handicapped teacher?

If so, the American Association of Colleges for Teacher Education and the National Education Association need your help. The two associations are trying to locate disabled teachers, school administrators, counselors, teacher aides, and trainees in education who may have faced restrictions in training or employment as a result of their handicap.

The joint project seeks to document the problems that disabled educators face in their profession and to develop strategies for overcoming them.

If you or someone you know should be part of this effort, please contact AACTE/NEA Project, Suite 610, One Dupont Circle, N.W., Washington, DC 20036.

NEA cosponsors conference to help world's teachers defend human rights

TEL AVIV, ISRAEL—An International Teachers' Conference To Combat Racism, Anti-Semitism, and Violations of Human Rights will be held here November 9-14. NEA will cosponsor the conference with the teachers' organizations of Israel, France, Germany, and the Netherlands.

Each organization will bring speakers to the week-long gathering. NEA has selected Coalition of American Public Employees Executive Director James Farmer to speak on discrimination, and Ohio Education Association President Donald Wilson to speak on holocaust and genocide. NEA President Willard McGuire will preside at one session. The conference will include a reception hosted by the President of Israel at his residence.

NEA is arranging a group air travel package and a two-day tour of Israel following the conference. For more information contact NEA Office of International Relations, 1201 Sixteenth Street, N.W., Washington, DC 20036 (202/833-4105).

Teaching ranks near bottom

Outlook for professions

To determine which professions stand to fare best—and worst—in the '80s, *Money* magazine studied data from the Bureau of Labor Statistics and colleges, professional associations, and recruiting firms. Occupations then were ranked by weighting the four factors detailed in the table below. Computer systems analysts placed first partly because of their excellent prospects of getting jobs and promotions. Doctors earn much more but rank second because of an expected surfeit of them in major cities. A more acute oversupply pushes lawyers farther down the list. By contrast, opportunities abound for military officers, but low pay reduces their ranking. In the table, the typical starting salary is for those with bachelor's degrees; for doctors, dentists, and lawyers, it's for the first year of practice. The mid-career salary is for 10 years' experience.

Occupation (1978 Employment)	Estimated Growth in Jobs to 1990	Prospects for Job Seekers	Starting Salary	Mid-career Salary	
THE SUNNIEST					
Computer systems analyst (182,000)	37%	Excellent	$16,500	$34,000	Add management skills and you can write your own program for advancement.
Doctor (405,000)	38%	Good	$45,000	$82,000	Best of both worlds: the demand is in small towns, the money is in big cities.
Health service administrator (180,000)	57%	Good	$18,000	$37,500	Health care is booming, but a master's in business or health management is a must.
Geologist (31,000)	36%	Good	$17,600	$31,000	Domestic oil exploration will easily soak up the supply of degree holders.
Engineer (1,136,000)	27%	Good	$19,200	$35,000	Energy specialists strike a gusher, but budget cuts cap need for civil engineers.
Dentist (120,000)	29%	Good	$27,000	$53,000	New bridges to prosperity: corporate dental plans, in-store offices.
THE VARIABLES					
Dietitian (35,000)	43%	Good	$14,000	$25,000	Nutrition-consciousness feeds ample growth, but salaries are far from fat.
Economist (130,000)	39%	Good	$14,500	$45,000	Bad times are good for the dismal science, but beginners start low.
Banker (330,000)	55%	Good	$12,500	$27,000	Plenty of security, but when it comes to pay, the money stays in the vault.
Accountant (985,000)	29%	Good	$14,000	$31,000	In a money-maddened era, starting out is easy, but management spots are elusive.
Personnel administrator (405,000)	17%	Good	$12,500	$29,500	Job growth may be even faster than expected, but competition may be stiff.
Physicist (44,000)	9%	Good	$16,000	$30,400	Bad news: jobs are few. Good news: number of qualified grads is fewer.
THE CLOUDIEST					
Teacher (2,409,000)	2%	Poor	$11,000	$17,000	Budget cuts and declining enrollments teach a bitter lesson to newcomers.
Military officer (272,530)	1%	Good	$10,000	$22,000	Housing and living allowances (not included) won't shore up sorry pay scales.
Newspaper reporter (45,000)	20%	Poor	$12,500	$25,000	Writers blocked: Woodward, Bernstein and company inspired too many.
Public relations manager (131,000)	24%	Poor	$12,000	$32,000	When economic news turns sour, publicity people are the first to go.
Lawyer (487,000)	25%	Poor	$18,000	$50,000	Verdict: oversupply; sentence: less courtly compensation for years to come.
Architect (54,000)	43%	Poor	$12,000	$28,700	Some room at the top, but ground-level jobs are scarce and pay is poor.

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LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

Underpaid, overworked

I got my college education, picked a field that I seemed to enjoy and was willing to work hard at, and what did I get? I am underpaid and overworked—in short, rapidly on the way to what is now being called teacher burnout. I spend entire nights not sleeping but grading papers, and I get not so much as a "thank you" (which, while rewarding, would not pay my bills!)

I wonder why I am bothering. The plight of teachers is well known to anyone who has ever attempted to teach for a living. Even nonteachers seem to know, since the other employers I have tentatively contacted have been amused that I ever expected to earn a decent living teaching. . . . The cry is out for more "quality" education for our children, and accusing fingers are being pointed at the teachers as the sole reason why Johnny can't read. I am turning the fingers back to point at the taxpayers, who cry for better teachers and yet expect teachers to exist on a pittance, as if we had some God-given duty to starve while attempting to educate their children.

I still love teaching. In fact, if I had no car to pay off, no rent to pay, no other bills, I would continue. . . . I wanted to do a job which would make some difference in the world, which might make it a little better place for my having been here, by my helping to mold more educated, caring adults. But I can't live on good intentions. Since the beginning of this year, I have borrowed money from my parents, my brother, and my friends. Many weeks I have gotten my paycheck only to have, after paying my bills, $5.00 left over on which to live for two weeks. That doesn't even buy gas for my car! Or food!

I'm not happy to be leaving teaching. . . . I'm sorry that there are young minds out there that I will never reach, but I'm not a martyr, or a masochist! Like everyone else, I expect to earn a living wage if I am a dedicated hard worker.

Fiona McColl
Geneva, Illinois

'Thank you'

The precedent-setting case of *Mitchell* v. *Pickens County (S.C.) School District* has ended in victory for working women. This victory has been accomplished only through the monetary and moral support of NEA, the South Carolina Education Association, and all friends of the teaching profession. A low-salaried public school teacher could not have done it alone. Together we stood for an honorable cause—whether or not a working woman may plan and rear a family without interference or penalty by a government employer—and we won.

Thank you for NEA's support.

Ann S. Mitchell
Pelzer, South Carolina

Ed. note: High school Spanish teacher Ann Mitchell was nonrenewed in 1972 after informing her principal that she was pregnant and would be absent for six weeks during the following year. A district court decision upholding the nonrenewal was overturned last year by the Fourth U.S. Circuit Court of Appeals, which ruled that the school board's pregnancy notification requirement, in conjunction with an unwritten policy of terminating teachers who did not expect to work a full year, resulted in illegal sex discrimination under Title VII of the 1964 Civil Rights Act.

Coping

I enjoyed reading the NEA Reporter on the various ways teachers are trying to cope with low salaries and inflation. I live in Idaho, where teacher salaries average 48th or 49th in the nation, so I can relate to other teachers who are being "squeezed out of the classroom."

I supplement my low salary by collecting and recycling aluminum cans. On the weekends and at night I rummage through refuse containers (dumpsters) at taverns and apartment complexes to find aluminum cans. I don't get that much by recycling cans; however, it does help a totally inadequate salary.

Marc S. Richert
Lewiston, Idaho

ERA push

from page 6

Secondly, women are discriminated against by an enormous patchwork of laws—at least 800 at the federal level alone—that treat men and women, and especially husbands and wives—differently. Whether you're a homemaker, a teacher, or a nuclear physicist, if you're a woman your rights change every time you cross a state line, in terms of inheritance taxes, pensions, insurance, and other areas. We've made some progress with federal laws like Title IX and Title VII, but those acts could be repealed tomorrow—especially in light of growing congressional conservatism.

Third, I'd argue that there's really no reason in America today why a son and a daughter in a family should have different rights and different responsibilities. My husband and I have a son and a daughter, and I feel that particularly strongly.

REPORTER: Do you feel teachers have more at stake in ERA than other Americans?

TARR-WHELAN: Yes. I think they tend to take a leadership role when it comes to a question of moral rights or human rights. They are in the position of educating the next generation, so I believe they have a different focus in looking at something like the ERA. Also, teaching is an occupation which is heavily female, and in which unequal treatment of the sexes has been fairly apparent—women teachers not moving into administrative positions as rapidly as men, for example. So I think teachers—both from an employment standpoint and from a professional standpoint—have more at stake in this than other people do.

Correction

The April-May 1980 NEA Reporter carried an inaccurate report that Iowa teacher Linda Sheeran had "received" a back pay award of almost $54,000 in a legal battle over her 1975 discharge. Actually, her receipt of any monies is dependent upon the outcome of the school district's appeal of this multiyear award. The case is now pending before the Iowa supreme court. We regret the premature victory story.

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And now, at a time when your earning dollars actually buy less, your savings dollars can earn even more! The UTP Tax-Deferred Annuity Plan now pays a *current interest rate of 10.5%* on sales after June 1, 1980 for contracts held 10 years or until maturity, whichever comes first. (See chart for examples of guaranteed and current interest rates.)

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	$125 PER MONTH — TAX DEFERRED		$200 PER MONTH — TAX DEFERRED	
POLICY YEAR	GUARANTEED INTEREST 4%	INCLUDING EXCESS INTEREST 10.5%	GUARANTEED INTEREST 4%	INCLUDING EXCESS INTEREST 10.5%
10	$17,589	$ 24,639	$ 28,391	$ 39,781
15	$29,534	$ 50,164	$ 47,555	$ 80,853
20	$44,066	$ 92,214	$ 70,872	$148,515
25	$61,746	$161,489	$ 99,240	$259,986
30	$83,257	$275,617	$133,754	$443,629

Not presently available in Connecticut, Hawaii, New Jersey and New York.

For example, a 40 year old who deposits $125 a month ($1,500 annually) for 25 years until retirement will accumulate $161,489 at the current rates.[1] And, with the current annuity factors, this will provide a lifetime income of $1,476 a month at age 65.[2] With retirement benefits like these, financial freedom is far simpler to achieve!*

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[1]The current accumulation rate includes both guaranteed and excess interest. Excess interest is not guaranteed and may change from time to time. The current accumulation rate applies only to contracts held for at least 10 years or until maturity, if sooner. A lower rate of excess interest will be credited to deposits withdrawn or contracts surrendered within 10 years of the date of issue if they have not reached maturity.

[2]The current male 10-year certain and life settlement.

*These cash values do not reflect any reduction for state premium taxes, which may or may not be required by your state.

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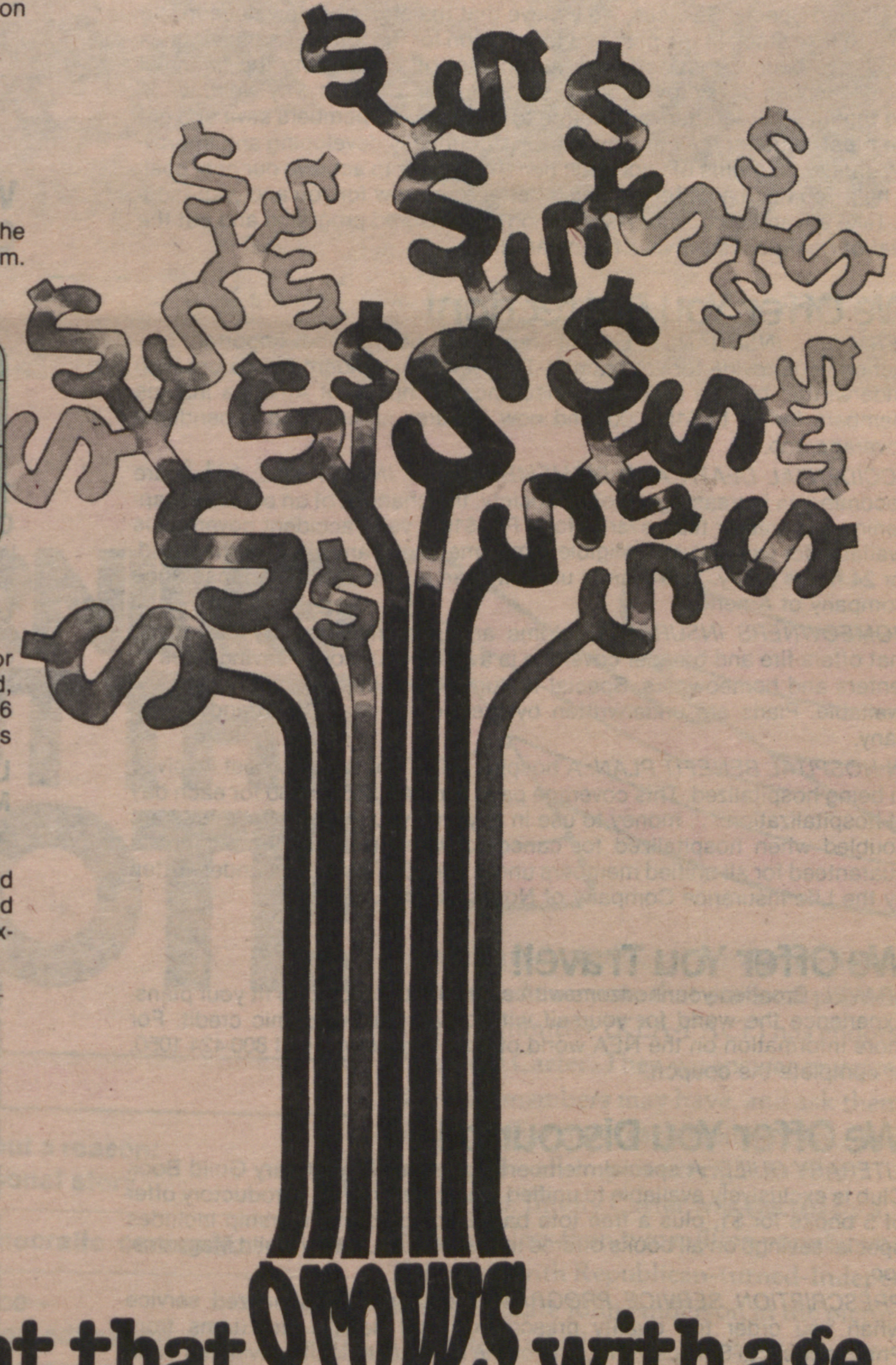

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We Offer You Protection!

TERM LIFE INSURANCE: Life insurance can be the most important protection you provide for your family. The New Independent Educators Plan underwritten by The Prudential Insurance Company of America insures members for up to $100,000, and now features spouse and dependents coverage, too.

ACCIDENTAL DEATH AND DISMEMBERMENT INSURANCE: As we are becoming an increasingly mobile society, the chances of an accident happening are greater than ever before. For $19 a year, accident coverage is available for you and your eligible family members, anywhere in the world, for 24 hours a day. This plan is underwritten by The Prudential Insurance Company of America.

HOMEOWNERS INSURANCE: Home and personal property protection that offers fire and broader coverage is available at money-saving rates to renters and homeowners. Special features for unified members are now available. Plans are underwritten by the Horace Mann Insurance Company.

IN-HOSPITAL BENEFIT PLAN: A hospital bill is not the only cost involved in being hospitalized. This coverage pays you $40, $60, or $80 for each day of hospitalization . . . money to use in any way you choose. Payments are doubled when hospitalized for cancer or intensive care. Enrollment is guaranteed for all unified members under age 65. This plan is underwritten by the Life Insurance Company of North America.

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NEA REPORTER

Published by the National Education Association

Washington, D.C.

Teacher to Teacher

TURNING OUT THE VOTE

Teacher volunteers in thousands of NEA affiliates throughout the nation are taking to the telephones this month to remind their fellow Association members of the importance of voting on November 4.

Members of the Knoxville (Tenn.) Education Association, pictured here, were among the first to set in motion NEA's Member Contact Program—a massive internal get-out-the-vote drive. The goal is to translate the national Association's endorsement of the Carter-Mondale ticket into a victory on Election Day for education and the issues most educators hold dear.

"Each volunteer calls 25 members," explains KEA President Jim Lawell (second from right)." We discuss the election issues and remind everyone that our local political action committee (KEA-PACE) has endorsed President Carter. Then we answer any questions the members may have, and ask them to practice what they teach their students: to exercise the all-important right to vote."

In 1976, Jimmy Carter was elected by a margin of less than two million popular votes. This year, with Republican-turned-Independent candidate John Anderson in the picture and potentially drawing more votes away from Carter than from Ronald Reagan, a heavy turnout at the polls by NEA's 1.8 million members and their families can—and probably will—make the crucial difference.

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Fewer teacher strikes likely this year

WASHINGTON, D.C.—Strikes by teachers this school year probably will not approach the record-high total of 242 reached last year. Strikes during the early September opening of schools totaled only 80, compared to 102 last year at the start of school.

Major issues in walkouts this fall include: money—in the form of cost-of-living increases, raises, or both; class size; procedures on reductions in force; teacher preparation time; extra duty pay; payment of retirement by school boards; binding arbitration of grievances; transfer policies; just-cause dismissal; and attempts by school boards to take back from teachers gains granted in previous contracts.

A majority of the NEA strikes reported as of press time were concentrated in two states: Michigan, with 27, and Illinois, with 21.

One of the most unusual strikes occurred at the University of Dubuque (Iowa) Theological Seminary, where 13 NEA members walked out over salary. Their picket signs—some of which were in Greek and Hebrew—carried such messages as "Come let us reason together" and "Take this job and sanctify it."

Teacher image campaign launched

WASHINGTON, D.C.—"Today's Teachers: Partners in Our Children's Future" is the theme of a new media campaign NEA is launching this month.

Portraying teachers as competent, caring individuals, the campaign is designed to build public support for public education and improve the image of the teaching profession.

Public service messages have been distributed to radio and television stations and newspapers around the country. NEA is also buying TV time in selected markets.

The messages are built around the theme of partnership in education—among teachers, parents, and children. In attitude research conducted for NEA this summer in three test markets, this concept struck a strong responsive chord.

More details on the campaign will appear in the November REPORTER.

TV producer inundated with teacher stories

LOS ANGELES—A brief announcement in the NEA REPORTER last March asking NEA members to submit positive first-person teacher story ideas to a Hollywood television producer has brought an "extraordinary" response, according to Alan Landsburg Productions.

Almost 500 ideas have come in from around the country, with more arriving daily. Original plans for a dramatic "special" have expanded; talks are now under way with one of the networks for a possible umbrella series incorporating *several* teacher stories.

Any teacher whose idea is used will be paid $1,000 to $1,500. If you have a true story of a unique teacher-student relationship, it's not too late to submit it. The address is Alan Landsburg Productions, 1554 S. Sepulveda Blvd., Los Angeles, CA 90025 (attention: Frank McKevitt).

Attention, NEA life members

WASHINGTON, D.C.—NEA life members are entitled to a copy of the *1980 Proceedings of the Representative Assembly*. The book will be mailed in January to life members who request it.

Experience has shown that many life members do not wish to receive this publication. If you are a life member and *do* want a copy, please clip your mailing label from the front page of this NEA REPORTER and send it to NEA Membership Records, 1201 16th Street, N.W., Washington, D.C. 20036. This label will be used to process your copy of the *Proceedings*.

Your letter of request—along with the label—must be received no later than November 17, 1980.

NEA recommends...

Teachers, students, and their families should enjoy watching the following NEA-recommended television programs in the coming weeks:

The Diary of Anne Frank—*NBC, October date and time to be announced.* Two-hour drama starring Melissa Gilbert *(see photo)* as the young Jewish girl who spends more than two years hidden with her family and others in a small garret in Amsterdam during the Nazi occupation of Holland. A tribute to hope, courage, and the triumph of the human spirit.

The Body in Question—*PBS, Tuesdays, 9-10 p.m.* Thirteen-part series on the wonders of the human body. Narrated by Dr. Jonathan Miller, who subjects his own body to a variety of tests and uses art, architecture, history, and experiments to simplify complex medical knowledge dating back to the Renaissance.

Up and Coming—*PBS, Thursdays, 8-8:30 p.m.* New dramatic series designed to help adolescents explore their feelings, values, and personal goals. Centers on three black teenagers who move with their parents from a predominantly black, low-income section of San Francisco to an integrated, middle class neighborhood. The 15 episodes offer a more positive and varied portrayal of black life than is commonly seen on television. Partially funded by a grant from the U.S. Department of Education.

The Facts for Girls—*CBS, Tuesday, October 7, 4-4:30 p.m.* **The Facts for Boys**—*CBS, Thursday, November 6, 4-4:30 p.m.* Two half-hour specials from the award-winning series "The Body Human" explore the physical and emotional processes involved in changing from child to adolescent. Hosted by Marlo Thomas and Ken Howard.

California Dreams: Thirsty City—*PBS, Wednesday, October 29, 10-11 p.m.* Documentary on the Owens Valley water project, which sparked a confrontation over natural resources that escalated into violence and remains an emotionally contested issue. Narrated by Eddie Albert, the film features rare footage and interviews with residents who describe the drastic change caused by the diversion of water from their farming community.

Live from the Met—*PBS, Wednesday, November 5, 8 p.m.* A live performance of Verdi's "La Traviata," starring Ileana Cotrubas as Violetta, Neil Shicoff as Alfredo, and Sherrill Milnes as Germont. Metropolitan Opera music director James Levine conducts.

All times listed here are for the Eastern time zone. Check local listings for exact broadcast times in your area.

NEA REPORTER

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Design by **William J. Kircher & Associates.** Photo credits: page 1 **Joe DiDio**; page 2 **NBC-TV**; page 4 **Joe DiDio**; page 5 **Joe DiDio**; page 10 **Steve Villano**; page 11 **Joe DiDio**; page 12 **Carolyn Salisbury**; page 13 **Braulio Alonso.**

Teacher dismissed without a reason says...

'I STILL DON'T KNOW WHAT I DID WRONG'

BREVARD, N.C.— Probationary teachers may be dismissed without a reason under North Carolina's teacher tenure law. In the past, most school boards did in fact provide reasons for dismissal. But the North Carolina Association of Educators (NCAE/NEA) became more and more successful in challenging the legality of those reasons, until last year the word went out to the boards from the state attorney general—in effect, "Why give reasons?"

School boards got the message, and probationary teachers stopped getting explanations when their careers abruptly ended. How does it feel to be fired without a reason? Jolene Prewit-Parker offers this firsthand account.

After teaching English for three years in a small high school in western North Carolina, I was confident my contract would be renewed by the county school board. I had a master's degree; the principal and superintendent both praised my work. Students seemed to appreciate the foundation of grammar and literature they received in my class, and my co-workers accepted me as a capable and devoted colleague. I spent many hours coaching girls' tennis, directing school plays, sponsoring clubs, and chaperoning school functions. I enjoyed my job immensely, even the endless amount of paperwork. Yet for some reason known only to two school board members, my career as a teacher came to an abrupt end.

Over a year later, I still don't know what I did wrong. I am not a dissident, a pot head, or an advocate of free love. I taught any class assigned, served on numerous committees, and worked many hours outside of class. Parents, students, the administration, and my peers all commended my teaching, but a doctor and a housewife—neither of whom had ever ventured into my classroom— decided that I was an unfit teacher.

Since they gave no reasons for their vote to dismiss me, a third board member voted to renew my contract. The chairman abstained, and the fifth member was absent. This absent member assured me the decision would be rescinded at the next meeting; however, he reneged on his promise rather then create friction within the controlling political party.

The board was unmoved by student protest demonstrations, teachers' rallies, and petitions (more than 2,000 people requested my return to the classroom). The board said only that the school would be better able to offer an education of excellence if my position were filled by someone else.

Backed by the North Carolina Association of Educators and the NEA DuShane Fund through the Unified Legal Services Program, Jolene Prewit-Parker is going to court to challenge her 1979 dismissal.

The state tenure act says probationary teachers (those with less than four years' experience in one school) do not have to be given a reason for dismissal; however, a teacher's employment may not be terminated for arbitrary, capricious, political, religious, personal, or discriminatory reasons. How is one to know? The board still refuses to give any justification for my dismissal.

Rumors began circulating through the town as people speculated about why I might have been fired. I was dismissed in May, yet my contract did not end until June. I tried to maintain my composure and subdue an urge to announce: "No, I am not a lesbian; nor am I a dope pusher, Playboy centerfold, hooker, or member of the Communist party." The rapport with my students became strained. I felt alone, rejected, humiliated, but most of all hurt.

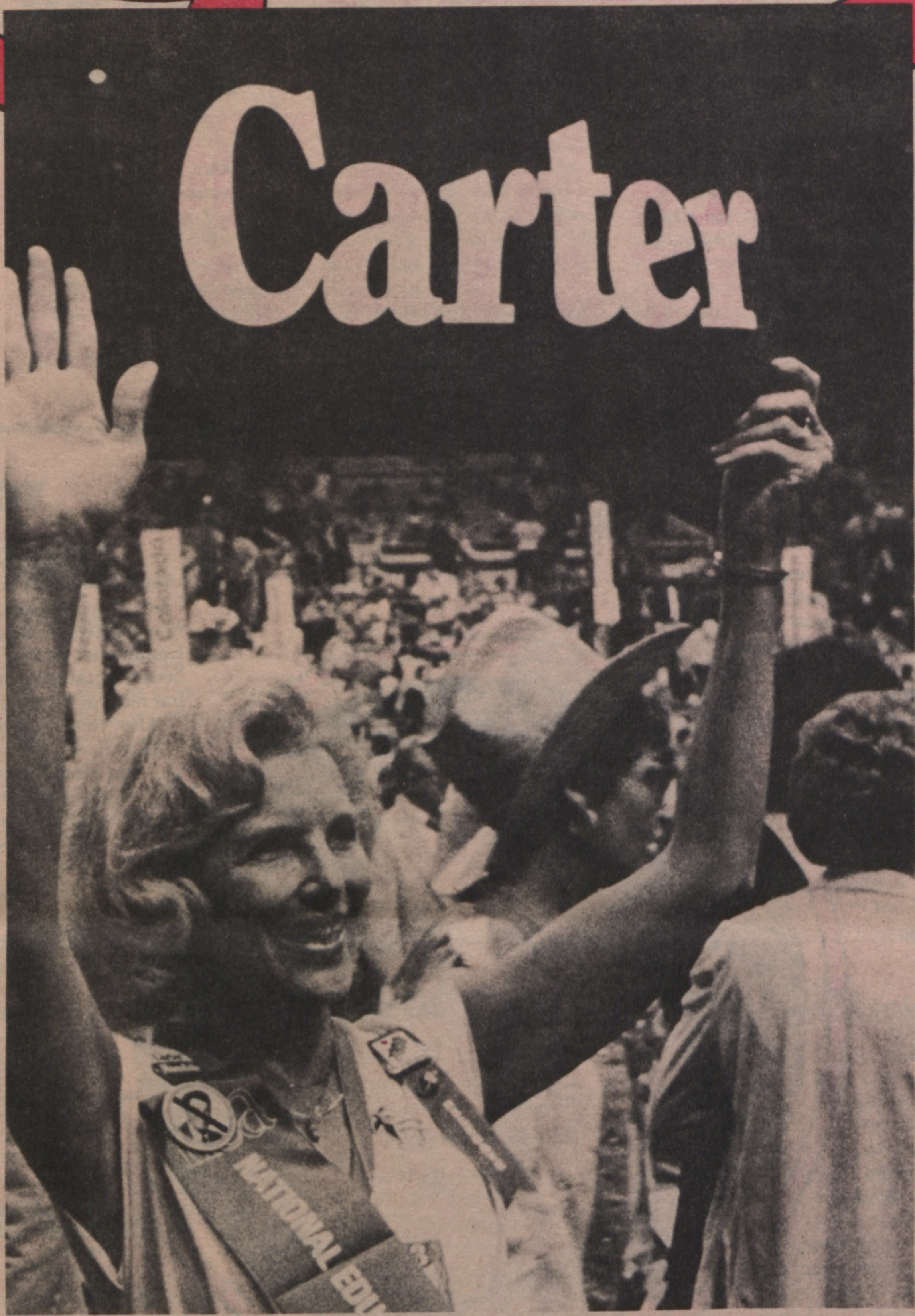
After the school year ended, I began endless trips to employment agencies, personnel offices, and other school districts. I was overqualified for industrial labor, and school superintendents were reluctant to hire someone who had been refused tenure elsewhere. Prospective employers would skim my application, note no reason was given for my dismissal, then suddenly remember an urgent appointment and thank me for my time. They must have assumed I was deliberately withholding the reason I was fired.

Despite ulcers, chain smoking, futile employment attempts, and nerve pills, I have managed to survive. The North Carolina Association of Educators/NEA came to my defense with the money necessary to pursue the matter in court. It was not only for my benefit, but for other probationary teachers who might find themselves in a similar situation.

In June 1979, my attorney asked for a hearing with the school board so they could confront me with their grievances and let me respond. This was denied. In July, we asked for an injunction hearing so I could teach until the hearing in Transylvania County Superior Court. This was refused, along with the plea for summary judgment in November. I was assured my case would appear on the docket for April. Finally, in July 1980, it was docketed for October—but with school board elections coming up in November, I am quite sure they will ask for a continuance until the next court term.

I had always encouraged my students to learn from every situation. My own case has taught me that minorities have no monopoly on job discrimination, that our judicial system doesn't always vindicate those who have been wronged, and that small town politics and its corruption still exist.

In the meantime, I still get up at seven o'clock, stumble into the kitchen, and turn on the morning news and the Mr. Coffee. Eight o'clock approaches; I see neighborhood children waiting for their school bus. I long for the early morning classes, a pile of composition papers to grade over the weekend, and eager eyes looking at me with an awakened interest in Shakespeare, Twain, or Hemingway. Without a classroom, I am useless. Without restitution, I am a failure.



NEW YORK CITY—Teachers were a highly visible and potent force at the Democratic National Convention here in August. NEA's huge number of delegates, with their political savvy, made the difference on every key vote taken by the convention.

NEA's 302 teacher delegates accounted for nearly one in every 11 delegates, and an additional 162 alternates brought the NEA delegation to 464—the largest single organizational delegation ever elected to a national political convention. The NEA bloc of 269 Carter delegates, comprising about one in seven of those won by the President in the primaries and caucuses, helped ensure the renomination of Jimmy Carter and Walter Mondale.

The crowning demonstration of teachers' presence and influence was NEA Executive Director Terry Herndon's introduction of the vice presidential nominee on the last night of the convention. In his speech to the delegates—and to millions of Americans in the national television audience—Herndon praised Mondale's enthusiastic support of education.

"We have struggled to assure that every mind—no matter the sex of the body, no matter the color of the skin, no matter the faith of the heart, no matter the language of the tongue, no matter the finanical status of the family—every mind shall have the maximum opportunity to develop in a high quality, free, public school and an appropriate institution of higher education," Herndon said. "Walter Mondale has led and does lead our effort to bless this nation with education."

Teachers played a pivotal role in convention floor fights, especially the critical vote on whether delegates would be bound on the first ballot to the candidate they were elected to support. On that all-important question, Carter needed 1,666 votes; he got 1,936—a surplus of only 270, and just one vote more than the number of NEA delegates. "The Carter-Mondale campaign is acutely aware of what would have happened had NEA not supported the President," said NEA President Willard McGuire.

Other delegates at the convention were also keenly aware of the teacher bloc. "No delegate could move on the floor without being conscious of the teacher presence

See NEA DELEGATION, page 14

Billie Nave Masters, California

Alice McDonald, Kentucky

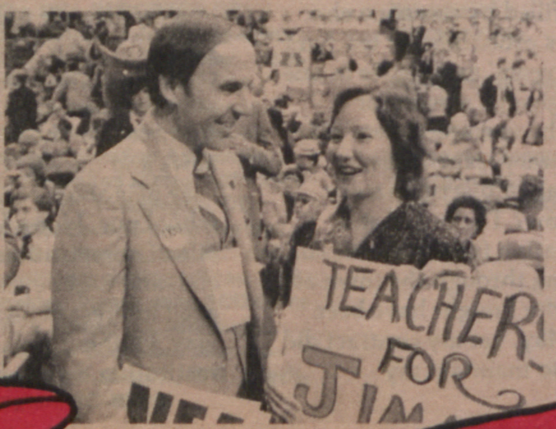
Willard McGuire, NEA President

Terry Herndon, NEA Executive Director

Barbara Roberts Mason, Michigan

Judith Lonnquist, Washington

A total of six Association representatives, pictured above, spoke from the podium during the Democratic National Convention. At right, NEA Vice President Bernie Freitag chats with Florida teacher delegate Diane Butler on the convention floor.



NEA President Willard McGuire takes a moment to discuss floor strategy with New Hampshire alternates Juanita Bell, left, and Dorothy Jenis.

NOVEMBER 4: A CLEAR AND CRITICAL CHOICE

A personal message from NEA President Willard McGuire

The long months of 1980 Presidential campaign activity are drawing to a close as America prepares to head to the polls. The decision to be made on November 4 is a clear-cut and critical one.

Nowhere is the difference between the two major candidates more obvious than in the realm of education and human needs—our Association's area of responsibility and direct concern. For NEA, the outcome of this election will determine whether we can move forward, seeking to achieve and expand our goals, or whether we will be forced back into a defensive posture, marshalling our energies in attempts to override vetoes of critical legislation, raise education appropriations over Presidential opposition, and fend off tuition tax credits and other attacks on public education.

The 1980 Democratic Party platform planks on education and other important human needs issues were drafted, approved, and in large part adopted by NEA members elected as delegates to that party's national convention (*see opposite page*). In answer to those who criticize NEA's political impact by labeling teachers simply another "special interest" group, I would argue that education is a *very* special interest. It is a general rather than a narrow interest, one that is vital to the well-being and the future of our entire society.

Universal, tuition-free, quality public education in America is the base for everything we as a people and as a nation have accomplished. It is right and necessary that teachers and our Association participate in the political process to the limit of our

ability and energy, supporting pro-education candidates and lobbying those elected in support of our professional concerns.

A brief review of key issues reveals the fundamental differences between the two major Presidential candidates.

Public employee collective bargaining is supported by Carter-Mondale and the Democratic platform; it is opposed by Ronald Reagan, who as governor of California vetoed a teacher bargaining bill.

The Carter-Mondale Administration has a proud record of proposing and supporting increased **federal funding for education;** Ronald Reagan promises to decrease that funding.

By establishing a single **Department of Education** at the cabinet level, President Carter not only brought education at last into the highest councils of our nation, but also was able to streamline the bureaucracy administering federal education programs. Ronald Reagan advocates destroying the new Education Department.

Governor Reagan and the Republican platform propose **tax credits** for those who choose to pay private elementary or secondary school tuition—a proposal steadfastly opposed by the Carter Administration and education organizations because it would undermine the entire funding base of America's public school system.

The Republican platform puts to an end 40 years of support for the **Equal Rights Amendment** and castigates President Carter for his work on behalf of ERA ratification.

The 1980 Presidential ballot offers a more sharply defined choice than we have had in many years between men of very different political philosophies and approaches. Let's keep a proven friend of education in the White House. *Your* vote is critical.

NEA-PAC NEEDS YOUR HELP

WASHINGTON, D.C.—In the past eight years, teachers have become outstandingly successful at political action. That is hardly surprising, since every teacher is by profession a public speaker and an organizer. We know how to take a group of individuals, a limited amount of supplies, and a list of objectives and then use our skills to organize a program.

But volunteer participation in political campaign work on behalf of our endorsed candidates, while vitally necessary, is unfortunately not enough. Winning elections takes money, too, and this year pro-education candidates for federal office—including some long-time incumbents—are being drastically outspent by opponents who have access to significantly greater funds.

NEA's Political Action Committee (NEA-PAC) has endorsed friends of education, both Democrats and Republicans, in some 285 congressional races. They include, in the U.S. Senate, Frank Church (D-Idaho), Charles Mathias (R-Md.), and George McGovern (D- S.D.); in the House of Representatives, James Corman (D-Calif.), Ed Madigan (R- Ill.), Carl Purcell (R-Mich.), Howard Wolpe (D-Mich.), Al Ullman (D-Oreg.), and Joe Fisher (D-Va.).

NEA-PAC badly needs contributions—now—to help pro-education candidates in your state or locality win election or reelection to the Congress. As an NEA member you can help in any of several ways.

If you choose, you can mail a direct contribution in any amount to NEA-PAC, using the coupon on this page. You may also contribute through your local or state political action committee. In many school districts you can authorize such contributions through payroll deduction.

Or you may want to participate in NEA-PAC's special fund-raising drive. For a $25 contribution, you will receive a handsome, limited-edition Cross pen carrying the NEA logo in color. And if you—individually or as part of a group—raise 16 such $25 contributions from other NEA members, you or your group will receive a 12-inch portable black-and-white Panasonic television. Ticket books for your use in collecting contributions, complete with disclaimers to fully inform contributors about NEA-PAC and what their $25 will be used for, are available from NEA-PAC (*see coupon on this page*).

Much is at stake for teachers and public education in the 1980 federal elections. The lines are drawn, and the time is short. **Help NEA-PAC support pro-education candidates. Contribute today!**

clip here and mail

☐ Here is my contribution of $________ made payable to NEA-PAC.

☐ Here is a contribution of $25. Please send me a Cross pen with NEA logo.

☐ I'd like to solicit contributions from other NEA members for NEA-PAC. Please send me the NEA-PAC fundraiser ticket book.

name ______________________

street ______________________

city ______ state ______ zip ______

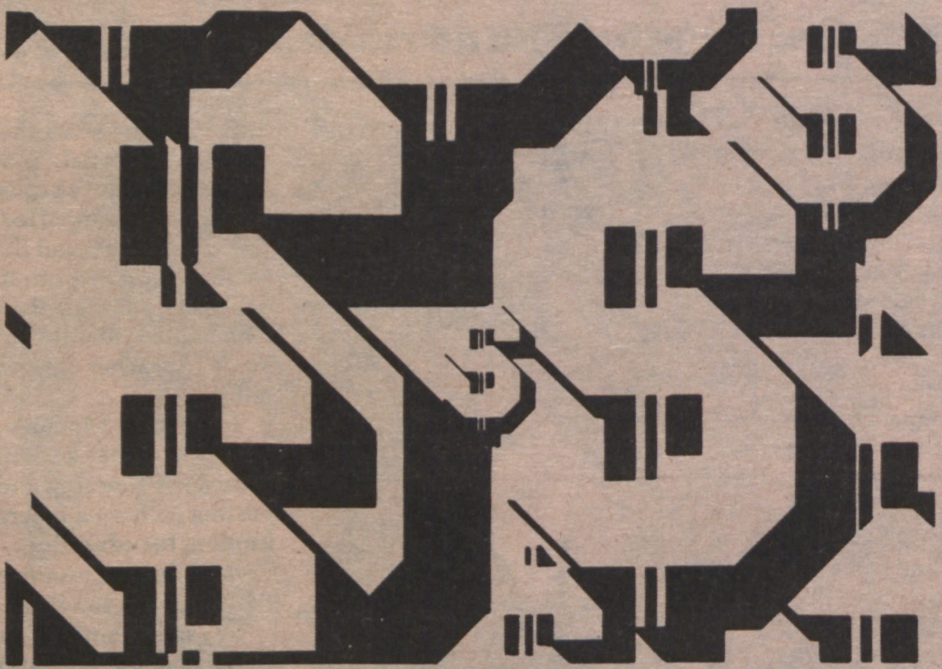
Return to NEA-PAC, Room 801, 1201 16th St., N.W., Washington, DC 20036.

The National Education Association Political Action Committee (NEA-PAC) collects contributions from Association members and uses those contributions to help elect friends of education to federal office. Contributions to NEA-PAC are voluntary and are not a condition of membership in the NEA. A member may contribute any amount he or she wishes, or may refuse to make any contribution, and this will not affect his or her membership status, rights, or benefits in the NEA or any of its affiliates.

Federal law prohibits NEA-PAC from soliciting contributions from other than members of the NEA and their immediate families. All other contributions will be returned.

$14 billion money bill moves to Senate

HOUSE RESTORES IMPACT AID



WASHINGTON, D.C.—The House of Representatives has approved a fiscal 1981 education appropriation including $14.137 billion for programs administered by the Department of Education (ED). In a major victory for NEA, the bill provides $790 million for impact aid—$376 million over the budget request and only $35 million below the 1980 appropriation.

Thanks to efforts by NEA, its affiliates, and allied organizations, the House measure fully restores payments for all impact aid categories and special programs to their 1980 levels, with the one exception of category B. That category (payments for children whose parents work but do not live on federal property) will be funded at about 90 percent of its current-year total.

Among the major changes approved by the House, funding for elementary and secondary education programs was set at $5.183 billion, an increase of $142 million over FY 1980; education of the handicapped receives $1.102 billion, a $53 million increase; vocational and adult education receives $925.4 million, a $26 million increase; and higher education gets $5.196 billion, a drop of $260 million from FY 1980, mainly due to cuts in the student loan insurance fund and revision of funding for other student aid programs.

Programs operated by ED's Office of Educational Research and Improvement receive $264.5 million, $8 million less than the FY 1980 appropriation for comparable programs. Under this category, teacher centers receive $13 million, the same as in FY 1980.

Strong sentiment against the Education Department's newly proposed regulations for bilingual education resulted in adoption of an amendment prohibiting the Department from requiring schools to provide instruction in languages other than English as a condition of eligibility for federal funds. Another amendment prohibits the use of federal funds to prevent voluntary prayer and meditation in schools. And still another prohibits enforcement of Title IX regulations with respect to sex-biased employment practices until the U.S. Supreme Court decides whether those regs are consistent with the law *(see story on page 13)*.

The Senate Appropriations Committee has not started drafting its version of the FY 1981 appropriations bill, and the schedule is uncertain. NEA will continue its efforts to restore the full FY 1980 funding level for impact aid, secure $20 million for teacher centers, and head off adoption of the House amendments that would cripple programs or place undue burdens on school districts.

Changing federal laws, regulations

NEA pushes for income tax equity

WASHINGTON, D.C.—NEA has filed comments with the Internal Revenue Service protesting proposed new regulations that would virtually wipe out the income tax deduction for home office expenses.

Since the Tax Reform Act of 1976, the costs of maintaining an office in one's home have been tax deductible only if the office is used exclusively and on a regular basis as the taxpayer's principal place of business, or if it is used by the taxpayer's patients, clients, or customers in the normal course of the taxpayer's trade or business. Further, employees have been allowed to claim this deduction only if—in addition to meeting the exclusive and regular use requirements—the business use of their homes is for the convenience of their employers.

Now the IRS is proposing still tougher rules for interpreting the 1976 law. Among other things, the agency proposes that a taxpayer may have only one principal place of business regardless of the number of business activities in which he or she is engaged. NEA argues that this position was expressly rejected recently by the Tax Court, which found no such requirement in either the Internal Revenue Code or the legislative history.

On another tax-reform front, there is hope for stopping at last the inflation-triggered phenomenon known as "bracket creep." Under current inflation rates and tax schedules, salary increases push individuals into ever higher tax brackets while their real buying power remains static or even declines. NEA has lobbied for a bill—expected to be taken up by the lame duck Congress following the November elections—that would raise income tax brackets in proportion to the rise in the cost of living each year.

The Carter Administration and the Senate Finance Committee have each recently hammered out tax relief proposals. The elements of these plans, still subject to substantial modification, stem largely from constituent concerns reflected in earlier hearings before the House and Senate tax-writing committees. As far as individuals are concerned, the two proposals differ more in degree than in intent.

Both packages address the inequitable "marriage penalty," long a major target of NEA's tax lobbying efforts. Current tax law penalizes families in which both spouses work. The Administration's proposal would allow couples to deduct 10 percent of the lower of their two incomes, up to a maximum deduction of $3,000. The

See TAX PROPOSALS, page 14

Youth employment bill advances in Congress

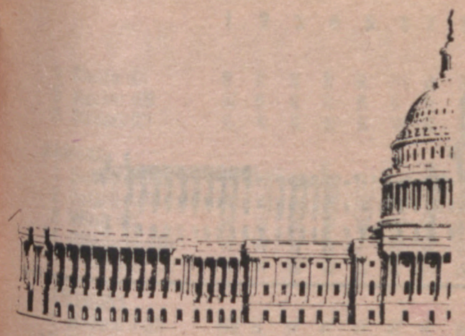
WASHINGTON, D.C.—The NEA-backed Youth Act of 1980, a measure proposed last winter by the Carter Administration to attack the chronic problem of youth unemployment, has passed the House of Representatives by a vote of 337 to 51.

The bill launches a new cooperative approach to improving the education, training, and employability of young people by linking CETA (Comprehensive Employment and Training Act) sponsors and the public schools. It also consolidates three existing Department of Labor programs for older youths.

The measure recognizes that youth unemployment, which has risen steadily since World War II regardless of the jobless rate in other segments of the work force, is particularly severe among disadvantaged and minority groups. The Youth Act authorizes a new program, to be administered by the Department of Education, that will fund Title I-type formula grants to help junior and senior high schools in low-income areas provide better training in reading, writing, mathematics, work habits, and other basic and vocational skills.

Under intense pressure from NEA and its allies, the House rejected, by a vote of 60 to 342, an amendment offered by Rep. George Miller (D-Calif.) that would have removed this all-important education component from the bill.

The measure now moves to the Senate, where NEA will press for administrative improvements and a more equitable division of funding between the education and labor components than the House version provides.



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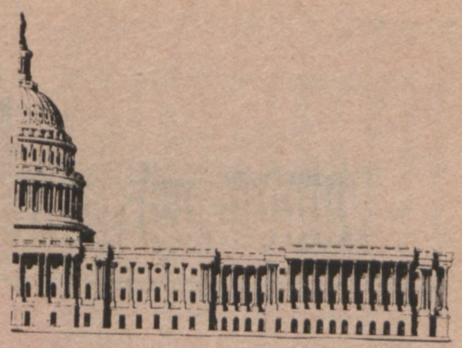


Did your members of Congress support education?

96th Congress • 1979-1980

WASHINGTON, D.C.—This fall, teachers will once again have the opportunity to help determine the caliber of national leadership—through organized local, state, and national political activity that will affect the outcome of the races for all 435 seats in the United States House of Representatives and more than a third of the seats in the Senate.

To help you judge whether your representative and senators have supported the positions of the National Education Association on major issues during the 96th Congress, NEA Government Relations has compiled the following information on selected roll-call votes.

The issues selected relate directly to NEA policy as reflected in the resolutions of the Representative Assembly and are intended to present a general profile of each member of Congress.

Bear in mind that voting records are only one of the factors considered by NEA-PAC, NEA's political action arm, and the political action committees of state and local associations as they decide whom to endorse. The judgment as to an individual's stance on education is based on a careful review of all available information, including public statements and direct questioning through personal interviews, correspondence, and lobbying activity.

SENATE

R = Right according to NEA position.
W = Wrong according to NEA position.
NV = Not voting.
— = Vote taken prior to senator's filling of vacant seat.

1. *Department of Education* (S 210). Motion to reconsider (i.e., to reverse) a vote by which the Helms (R-N.C.) amendment was adopted. The Helms amendment would have removed from the jurisdiction of the U.S. Supreme Court or any other federal courts any state laws or regulations relating to voluntary prayer in public schools or public buildings. NEA supported the motion to reconsider the Helms amendment. Roll Call No. 42, April 9, 1979. Passed 50-43.

2. *Department of Education* (S 210). Motion to adopt Hayakawa (R-Calif.) amendment to terminate the proposed department six years after its establishment, unless Congress decided to continue it. NEA opposed. Roll Call No. 68, April 30, 1979. Defeated 46-48.

3. *Second Resolution on the Budget, Fiscal 1980* (S. Con. Res. 36). Motion to table (kill) Bumpers (D-Ark.) amendment to reduce budget authority and outlays for the fiscal year, representing a 2.5 percent reduction in all budget areas except defense, health, income security, and interest. NEA supported tabling motion. Roll Call No. 299, September 19, 1979. Passed 57-41.

4. *Labor-HEW Appropriations, Fiscal 1980* (HR 4389). Motion to adopt conference report on bill providing $12.5 billion for education in fiscal 1980, the Senate insisting on its language with respect to federal funding of abortion. NEA supported adoption of conference report with funding levels agreed upon. Roll Call No. 309, September 24, 1979. Passed 57-31.

5. *Department of Education* (S 210). Motion to adopt conference report on the bill to establish a separate, Cabinet-level Department of Education. NEA supported conference report. Roll Call No. 310. September 24, 1979. Passed 69-22.

6. *Spending Limits, Fiscal 1981* (S. Res. 380). Motion to adopt "sense of the Senate" resolution that first FY 1981 budget resolution reported by the Budget Committee should limit total outlays to 21 percent of gross national product. NEA opposed. Roll Call No. 64, March 25, 1980. Passed 56-41.

7. *First Resolution on the Budget, Fiscal 1981* (S. Con. Res. 86). Motion to adopt first concurrent budget resolution to set targets for fiscal 1981 revenue and expenditures and to revise the binding fiscal 1980 totals. NEA opposed this motion. Roll Call No. 134, May 12, 1980. Passed 68-28.

8. *First Resolution on the Budget, Fiscal 1981* (H. Con. Res. 307). Motion to adopt revised conference report on the resolution. NEA opposed the conference report. Roll Call No. 203, June 12, 1980. Passed 61-26.

9. *Higher Education Reauthorization* (S 1839). Motion to adopt Moynihan (D-N.Y.) amendment to allow students in private elementary and secondary schools to receive Basic Educational Opportunity Grants of up to $750 a year. NEA opposed. Roll Call No. 244, June 24, 1980. Defeated 24-71.

	1	2	3	4	5	6	7	8	9
ALABAMA									
Stewart (D)	W	R	W	R	R	W	W	R	R
Heflin (D)	W	R	W	R	R	W	W	R	R
ALASKA									
Stevens (R)	W	W	R	NV	NV	R	W	NV	R
Gravel (D)	R	NV	R	R	R	NV	NV	NV	R
ARIZONA									
Goldwater (R)	W	W	NV	NV	NV	R	R	W	NV
DeConcini (D)	NV	R	W	W	R	W	R	W	R
ARKANSAS									
Bumpers (D)	NV	R	W	R	R	W	W	R	R
Pryor (D)	W	R	W	R	R	W	W	R	R
CALIFORNIA									
Cranston (D)	R	R	R	R	R	W	NV	NV	R
Hayakawa (R)	W	W	R	R	W	R	R	R	R
COLORADO									
Hart (D)	R	R	R	R	R	W	W	R	R
Armstrong (R)	W	W	W	W	W	R	R	W	R
CONNECTICUT									
Ribicoff (D)	R	R	R	R	R	W	W	R	W
Weicker (R)	R	W	R	NV	NV	R	R	R	R
DELAWARE									
Roth (R)	NV	W	W	W	R	R	R	W	W
Biden (D)	R	W	R	NV	NV	W	W	NV	W
FLORIDA									
Chiles (D)	R	R	R	R	R	W	W	R	R
Stone (D)	R	W	W	W	R	R	W	R	W
GEORGIA									
Talmadge (D)	W	R	W	R	R	W	W	NV	R
Nunn (D)	R	R	W	R	R	W	W	R	R
HAWAII									
Inouye (D)	R	NV	R	R	R	W	W	R	R
Matsunaga (D)	R	R	R	R	R	W	W	R	NV
IDAHO									
Church (D)	W	R	W	R	R	W	W	NV	W
McClure (R)	W	W	W	NV	NV	R	R	W	R
ILLINOIS									
Percy (R)	R	R	W	R	R	R	R	W	R
Stevenson (D)	R	R	R	R	R	W	R	W	R
INDIANA									
Bayh (D)	R	NV	R	R	R	W	W	R	R
Lugar (R)	W	W	W	W	W	R	R	W	W
IOWA									
Culver (D)	R	R	R	R	R	W	W	R	W
Jepsen (R)	W	W	W	W	W	R	R	W	W
KANSAS									
Dole (R)	W	W	R	NV	W	R	W	R	W
Kassenbaum (R)	W	W	R	R	W	R	W	R	R
KENTUCKY									
Huddleston (D)	R	W	W	W	R	W	W	R	NV
Ford (D)	W	R	R	W	R	W	W	R	R
LOUISIANA									
Long (D)	W	R	R	W	R	W	W	NV	NV
Johnston (D)	W	W	R	W	R	W	W	R	R
MAINE									
Cohen (R)	R	W	R	R	W	R	W	R	R
Mitchell (D)	—	—	—	—	—	—	—	R	R
MARYLAND									
Mathias (R)	R	W	R	R	R	R	W	R	W
Sarbanes (D)	R	R	R	R	R	W	W	R	W
MASSACHUSETTS									
Kennedy (D)	R	R	R	R	R	NV	NV	NV	R
Tsongas (D)	R	R	R	R	R	W	W	R	R
MICHIGAN									
Riegle (D)	R	R	R	R	R	W	W	R	R
Levin (D)	R	R	R	R	R	W	R	R	R
MINNESOTA									
Durenberger (R)	R	W	W	W	R	R	R	W	W
Boschwitz (R)	R	R	W	W	R	R	R	W	R
MISSISSIPPI									
Stennis (D)	W	R	R	R	R	W	W	R	R
Cochran (R)	W	R	W	W	R	R	R	W	R
MISSOURI									
Eagleton (D)	NV	R	R	W	R	W	W	NV	R
Danforth (R)	R	R	W	W	R	R	R	R	R
MONTANA									
Melcher (D)	R	R	R	W	R	W	W	R	W
Baucus (D)	R	W	R	R	R	W	W	R	R
NEBRASKA									
Zorinsky (D)	W	W	W	W	R	W	R	W	W
Exon (D)	W	R	W	W	W	W	W	R	R
NEVADA									
Cannon (D)	R	R	R	R	R	W	W	R	R
Laxalt (R)	W	W	W	W	W	R	R	W	R
NEW HAMPSHIRE									
Durkin (D)	R	W	R	W	R	W	W	R	W
Humphrey (R)	W	W	W	W	W	R	R	W	W
NEW JERSEY									
Williams (D)	NV	R	R	R	R	W	W	R	W
Bradley (D)	R	R	R	R	R	W	W	R	W
NEW MEXICO									
Domenici (R)	W	W	R	W	R	R	W	R	R
Schmitt (R)	W	W	R	R	W	R	W	R	NV
NEW YORK									
Javits (R)	R	R	R	R	R	R	W	R	R
Moynihan (D)	R	W	R	R	W	W	W	R	W
NORTH CAROLINA									
Helms (R)	W	W	W	W	W	R	R	W	R
Morgan (D)	W	W	R	NV	NV	W	W	R	R
NORTH DAKOTA									
Young (R)	W	W	R	W	W	R	W	R	R
Burdick (D)	R	R	R	R	R	W	W	R	R
OHIO									
Glenn (D)	R	R	R	R	R	W	W	R	R
Metzenbaum (D)	R	R	R	R	R	W	W	R	W
OKLAHOMA									
Bellmon (R)	W	W	R	R	R	R	W	R	R
Boren (D)	W	W	W	W	R	W	W	R	R
OREGON									
Hatfield (R)	R	R	W	W	R	W	R	W	R
Packwood (R)	R	W	R	R	R	W	W	NV	W
PENNSYLVANIA									
Schweiker (R)	W	W	W	W	W	R	R	W	W
Heinz (R)	R	W	R	R	R	NV	W	W	W
RHODE ISLAND									
Pell (D)	R	R	R	R	R	W	W	NV	W
Chafee (R)	NV	W	W	NV	R	R	W	R	R
SOUTH CAROLINA									
Thurmond (R)	W	W	W	W	R	R	W	R	R
Hollings (D)	W	W	W	R	R	W	W	R	R
SOUTH DAKOTA									
McGovern (D)	R	R	R	R	R	W	W	R	R
Pressler (R)	R	W	W	W	R	R	W	NV	R
TENNESSEE									
Baker (R)	W	R	R	NV	NV	R	W	R	R
Sasser (D)	W	NV	W	R	R	W	W	R	R
TEXAS									
Tower (R)	NV	W	W	R	W	R	W	R	R
Bentsen (D)	R	R	W	R	R	W	W	R	R
UTAH									
Garn (R)	W	W	R	NV	NV	R	R	W	R
Hatch (R)	W	W	W	W	W	R	R	W	R
VERMONT									
Stafford (R)	R	NV	NV	R	R	W	W	R	R
Leahy (D)	R	R	R	R	R	W	W	R	R
VIRGINIA									
Byrd (I)	W	W	W	R	W	R	R	W	R
Warner (R)	W	W	W	R	W	R	W	W	R
WASHINGTON									
Magnuson (D)	W	R	R	R	R	R	W	NV	R
Jackson (D)	R	R	R	R	R	W	W	R	R
WEST VIRGINIA									
Randolph (D)	W	R	R	NV	NV	W	W	R	R
Byrd (D)	R	R	R	R	W	W	W	R	R
WISCONSIN									
Proxmire (D)	R	W	W	W	W	R	R	W	R
Nelson (D)	R	R	R	R	R	W	W	R	R
WYOMING									
Wallop (R)	W	W	W	R	W	R	R	W	R
Simpson (R)	W	W	W	R	R	R	R	W	R

LEGISLATIVE REPORT CARD

HOUSE OF REPRESENTATIVES

R = Right according to NEA position.
W = Wrong according to NEA position.
NV = Not voting.
— = Vote taken prior to representative's filling of vacant seat.
AL = Representative at large.

1. *First Resolution on the Budget, Fiscal 1980* (H. Con. Res. 107). Motion to adopt Fisher (D-Va.) amendment to cut pending fiscal 1980 budget authority and outlays $2.5 billion, or .5 percent, across the board. NEA opposed this amendment. Roll Call No. 146, May 14, 1979. Passed, 255-144.

2. *Department of Education* (HR 2444). Motion by Rep. Obey (D-Wisc.) to strike the enacting clause of the bill (thus killing the measure). NEA opposed. Roll Call No. 239, June 13, 1979. Defeated, 146-266.

3. *Department of Education* (HR 2444). Motion to pass the bill creating a separate, Cabinet-level Department of Education. NEA supported. Roll Call No. 314, July 11, 1979. Passed, 210-206.

4. *Department of Education* (S 210). Motion by Rep. Walker (R-Pa.) to instruct conferees to retain the House-passed anti–affirmative action amendment in conference. NEA opposed. Roll Call No. 347, July 17, 1979. Passed, 214-202.

5. *Constitutional Amendment on Busing for Desegregation* (H. J. Res. 74). Motion to pass a joint resolution to propose an amendment to the U.S. Constitution to prohibit compelling students to attend a school other than the one nearest their homes to achieve racial desegregation. NEA opposed. Roll Call No. 374, July 24, 1979. Rejected, 209-216.

6. *Disability Insurance Amendments* (HR 3236). Motion to pass a bill modifying the administration of the disability insurance program and placing caps on family benefits. NEA opposed the benefit limitations. Roll Call No. 447, September 6, 1979. Passed, 235-162.

7. *Department of Education* (S 210). Motion to adopt conference report on the bill to establish a separate, Cabinet-level Department of Education. NEA supported conference report. Roll Call No. 515, September 27, 1979. Passed, 215-201.

8. *Martin Luther King, Jr., Birthday* (HR 5461). Motion to designate third Sunday of January each year a national holiday, but not subject to provisions of existing law for paying federal workers or granting them leave when holiday falls on a Sunday. NEA opposed motion, favoring full holiday status. Roll Call No. 703, December 5, 1979. Passed, 207-191.

9. *First Resolution on the Budget, Fiscal 1981* (H. Con. Res. 307). Motion to adopt Obey (D-Wisc.) substitute to the resolution to increase total budget authority by $1.1 billion, outlays by $700 million, and revenues by $800 million, reflecting increases in domestic programs including education. NEA supported Obey substitute. Roll Call No. 208, April 30, 1980. Defeated, 201-213.

10. *First Resolution on the Budget, Fiscal 1981* (H. Con. Res. 307). Motion to adopt Holt (R-Md.) substitute to the resolution to increase defense programs by $5.8 billion in budget authority and $5.1 billion in outlays, and to make offsetting cuts in other programs. NEA opposed Holt substitute. Roll Call No. 212, May 1, 1980. Defeated, 164-246.

11. *First Resolution on the Budget, Fiscal 1981* (H. Con. Res. 307). Motion to adopt Udall (D-Ariz.) amendment to strike "reconciliation" language from the resolution, instructing eight House and Senate committees to report legislation cutting $9.1 billion in fiscal 1981 outlays. NEA supported Udall amendment. Roll Call No. 218, May 7, 1980. Defeated, 127-189.

12. *First Resolution on the Budget, Fiscal 1981* (H. Con. Res. 307). Motion by Giaimo (D-Conn.) to approve conference version of the resolution revising binding fiscal 1980 budget totals and setting fiscal 1981 targets. NEA opposed adoption of conference report. Roll Call No. 270, May 29, 1980. Defeated, 141-242.

	1	2	3	4	5	6	7	8	9	10	11	12
ALABAMA												
1 Edwards (R)	R	W	W	W	NV	W	W	W	W	W	W	NV
2 Dickinson (R)	R	W	W	W	W	NV	W	W	W	W	R	W
3 Nichols (D)	W	NV	W	W	W	W	W	W	W	W	R	W
4 Bevill (D)	R	R	R	W	W	W	R	R	W	W	R	W
5 Flippo (D)	W	R	R	W	W	W	R	NV	W	W	W	NV
6 Buchanan (R)	W	R	R	R	R	R	R	R	R	W	R	NV
7 Shelby (D)	W	R	R	W	W	W	R	W	W	W	W	NV
ALASKA												
AL Young (R)	R	R	R	NV	R	NV	R	R	R	W	R	NV
ARIZONA												
1 Rhodes (R)	R	W	W	W	W	W	W	W	W	W	W	W
2 Udall (D)	W	NV	R	R	R	R	R	R	R	R	R	R
3 Stump (D)	W	W	W	W	W	W	W	W	W	W	W	W
4 Rudd (R)	W	W	W	W	W	W	W	W	W	NV	W	W
ARKANSAS												
1 Alexander (D)	R	R	R	R	R	W	R	R	W	R	W	W
2 Bethune (R)	W	R	W	W	R	R	W	W	W	W	W	R
3 Hammerschmidt (R)	W	R	W	W	W	R	W	W	W	W	NV	R
4 Anthony (D)	W	R	R	R	R	W	NV	W	W	R	W	W
CALIFORNIA												
1 Johnson (D)	R	NV	R	R	R	R	R	R	R	R	R	R
2 Clausen (R)	W	R	R	W	W	NV	R	W	R	W	W	R
3 Matsui (D)	R	R	R	R	R	R	R	R	R	R	R	R
4 Fazio (D)	R	R	R	R	R	W	R	R	R	R	W	R
5 J. Burton (D)	W	R	NV	R	R	R	R	R	R	R	R	R
6 P. Burton (D)	R	R	R	R	R	R	R	R	R	R	R	NV
7 Miller (D)	W	R	R	R	R	NV	R	R	R	R	W	R
8 Dellums (D)	R	R	R	R	R	R	R	R	R	R	R	R
9 Stark (D)	W	NV	R	R	R	NV	R	R	R	R	R	R
10 Edwards (D)	R	R	R	R	R	R	R	R	R	R	R	R
11 Royer (R)	W	NV	W	W	W	W	W	W	W	W	W	R
12 McCloskey (R)	W	W	NV	W	R	W	W	R	W	R	W	W
13 Mineta (D)	R	R	R	R	R	R	R	R	W	R	W	R
14 Shumway (R)	W	W	W	W	W	W	W	W	W	W	W	R
15 Coelho (D)	W	R	R	W	R	W	R	R	R	R	W	R
16 Panetta (D)	W	R	R	R	R	W	R	R	W	R	W	R
17 Pashayan (R)	W	R	W	W	W	R	W	W	W	W	W	R
18 Thomas (R)	W	W	W	W	W	W	W	W	W	W	W	R
19 Lagomarsino (R)	W	W	W	W	W	W	W	W	W	W	W	R
20 Goldwater (R)	R	W	NV	W	W	W	W	W	W	W	W	R
21 Corman (D)	R	R	R	R	R	R	R	R	R	R	R	R
22 Moorhead (R)	W	W	W	W	W	R	W	W	W	W	W	R
23 Beilenson (D)	R	R	W	R	R	W	W	W	R	R	W	R
24 Waxman (D)	R	W	W	W	R	R	W	NV	R	R	R	R
25 Roybal (D)	R	R	R	R	R	NV	R	R	R	R	R	NV
26 Rousselot (R)	W	W	W	W	W	NV	W	W	W	W	W	R
27 Dornan (R)	W	R	R	W	W	R	W	NV	NV	NV	W	NV
28 Dixon (D)	R	R	R	R	R	R	R	R	R	R	R	R
29 Hawkins (D)	R	R	R	R	R	R	R	R	R	R	R	NV
30 Danielson (D)	R	R	R	R	R	R	R	R	W	R	NV	R
31 Wilson (D)	R	W	W	NV	R	R	R	R	NV	NV	R	NV
32 Anderson (D)	R	R	R	R	W	R	R	R	R	R	R	R
33 Grisham (R)	W	W	W	W	W	W	W	W	W	NV	W	R
34 Lungren (R)	W	W	W	W	W	W	W	W	W	W	W	R
35 Lloyd (D)	R	W	W	R	W	W	W	R	W	W	W	W
36 Brown (D)	W	R	R	R	R	NV	R	R	R	R	R	R
37 Lewis (R)	W	R	R	W	W	W	W	W	W	W	W	R
38 Patterson (D)	NV	R	R	R	R	NV	R	R	R	R	NV	W
39 Dannemeyer (R)	W	W	W	W	W	W	W	W	W	W	W	R
40 Badham (R)	W	W	W	W	W	R	W	W	W	W	W	W
41 Wilson (R)	NV	NV	W	W	NV	W	R	W	W	W	W	W
42 Van Deerlin (D)	R	R	R	R	R	R	R	R	R	R	W	R
43 Burgener (R)	W	W	W	W	W	R	W	W	W	W	W	R
COLORADO												
1 Schroeder (D)	W	R	W	R	R	R	W	R	R	R	W	R
2 Wirth (D)	W	R	R	R	R	W	R	R	W	R	W	R
3 Kogovsek (D)	R	R	R	R	R	R	R	R	R	R	NV	R
4 Johnson (R)	NV	W	W	R	R	W	NV	W	W	NV	W	R
5 Kramer (R)	W	W	W	W	W	W	W	W	NV	W	W	R
CONNECTICUT												
1 Cotter (D)	R	R	R	R	R	NV	R	NV	W	R	W	R
2 Dodd (D)	R	R	R	R	R	R	R	R	R	R	W	R
3 Giaimo (D)	R	R	R	R	R	W	R	R	W	R	W	W
4 McKinney (R)	NV	W	W	R	R	R	W	R	W	R	NV	NV
5 Ratchford (D)	R	R	R	R	R	R	R	R	R	R	W	R
6 Moffett (D)	R	R	R	R	R	NV	R	R	NV	R	W	R
DELAWARE												
AL Evans (R)	W	W	W	W	W	W	W	W	R	NV	W	NV
FLORIDA												
1 Hutto (D)	W	R	R	W	W	R	R	W	W	W	W	W
2 Fuqua (D)	W	R	R	R	W	NV	R	R	W	R	NV	W
3 Bennett (D)	R	W	W	W	W	W	W	W	W	W	R	W
4 Chappell (D)	R	R	W	W	W	W	R	W	W	W	R	W
5 Kelly (R)	W	W	W	W	W	W	W	NV	W	W	NV	R
6 Young (R)	W	R	W	W	W	R	W	W	W	W	W	W
7 Gibbons (D)	W	W	W	NV	W	W	W	W	W	R	W	W
8 Ireland (D)	W	R	R	R	W	W	R	W	W	W	R	W
9 Nelson (D)	W	W	W	W	R	W	W	W	W	R	W	W
10 Bafalis (R)	W	W	W	W	W	W	W	W	W	W	W	W
11 Mica (D)	W	R	R	W	W	R	R	W	R	W	W	W
12 Stack (D)	R	R	R	R	R	R	R	R	R	R	W	R
13 Lehman (D)	R	R	R	R	R	R	R	R	W	R	W	R
14 Pepper (D)	NV	R	R	R	R	R	R	R	R	R	W	R
15 Fascell (D)	W	R	R	R	R	W	R	R	W	R	W	W
GEORGIA												
1 Ginn (D)	W	R	R	R	W	W	R	W	W	R	W	W
2 Mathis (D)	W	R	R	W	W	W	R	W	R	W	R	NV
3 Brinkley (D)	W	R	R	W	R	W	R	W	W	W	R	W
4 Levitas (D)	W	R	R	W	W	W	R	W	W	W	W	W
5 Fowler (D)	W	R	R	R	R	W	R	R	W	R	W	NV
6 Gingrich (R)	W	R	R	W	W	W	R	W	W	W	W	NV
7 McDonald (D)	W	W	W	W	W	W	W	W	W	W	W	R
8 Evans (D)	W	R	R	NV	W	W	R	R	W	W	W	R
9 Jenkins (D)	W	R	R	W	W	W	R	W	W	NV	W	W
10 Barnard (D)	W	R	R	W	W	NV	R	NV	W	W	W	W
HAWAII												
1 Akaka (D)	R	R	R	R	R	R	R	R	R	R	W	NV
2 Heftel (D)	R	R	R	R	R	W	R	W	R	R	W	W
IDAHO												
1 Symms (R)	W	W	W	W	W	NV	W	W	W	W	W	NV
2 Hansen (R)	W	W	W	W	W	NV	W	W	W	W	W	NV
ILLINOIS												
1 Stewart (D)	R	R	W	R	R	R	R	R	R	R	W	R
2 Murphy (D)	R	W	R	R	R	NV	NV	NV	NV	R	W	R
3 Russo (D)	W	R	R	W	W	W	R	NV	W	R	W	R
4 Derwinski (R)	W	W	W	W	W	R	W	W	W	W	R	R
5 Fary (D)	R	R	R	R	W	R	W	R	R	R	W	R
6 Hyde (R)	W	W	W	W	W	W	W	W	W	W	W	R
7 Collins (D)	R	R	NV	R	R	R	NV	R	R	R	R	NV
8 Rostenkowski (D)	R	R	R	R	R	W	R	NV	W	R	W	W
9 Yates (D)	R	R	W	R	R	R	W	R	R	R	W	NV
10 Porter (R)	—	—	—	—	—	—	—	—	W	W	W	R
11 Annunzio (D)	R	W	W	W	W	R	W	R	R	R	W	R
12 Crane (R)	NV	W	W	W	W	W	W	NV	W	W	W	R
13 McClory (R)	W	W	W	W	R	W	W	R	W	W	W	W
14 Erlenborn (R)	W	W	W	W	R	W	W	W	W	W	W	W
15 Corcoran (R)	W	R	R	R	W	W	R	W	W	W	W	R
16 Anderson (R)	NV	R	NV	NV	R	W	R	NV	NV	NV	NV	NV
17 O'Brien (R)	NV	NV	W	W	W	W	W	W	W	NV	W	NV
18 Michel (R)	W	W	W	W	R	W	W	NV	W	W	W	R
19 Railsback (R)	W	R	W	R	R	W	W	W	W	NV	W	NV
20 Findley (R)	W	W	W	W	R	W	NV	W	W	W	W	W
21 Madigan (R)	W	R	R	W	R	W	R	NV	W	W	NV	R
22 Crane (R)	NV	W	W	W	W	W	W	NV	W	W	W	R
23 Price (D)	R	R	R	R	R	W	R	NV	R	R	R	W
24 Simon (D)	R	R	R	R	R	W	R	R	R	R	W	W
INDIANA												
1 Benjamin (D)	W	R	R	R	R	W	R	R	R	R	W	R
2 Fithian (D)	W	R	R	R	W	R	R	W	W	R	W	W
3 Brademas (D)	R	R	R	R	R	R	R	R	R	R	W	W
4 Quayle (R)	NV	W	W	W	W	W	W	W	W	W	W	R
5 Hillis (R)	NV	W	R	R	W	W	R	W	W	R	W	W
6 Evans (D)	W	R	R	W	W	W	R	W	R	W	W	R
7 Myers (R)	W	W	W	W	W	R	W	NV	W	W	R	R
8 Deckard (R)	W	W	W	W	W	R	W	R	W	W	NV	R
9 Hamilton (D)	W	W	W	W	R	W	W	W	W	R	W	R
10 Sharp (D)	W	R	R	W	R	W	R	W	W	R	W	W
11 Jacobs (D)	W	R	W	R	W	W	W	R	W	R	W	R
IOWA												
1 Leach (R)	W	R	R	W	R	W	R	W	W	R	W	R
2 Tauke (R)	W	R	W	W	R	W	W	W	R	R	W	R
3 Grassley (R)	W	W	W	W	W	W	W	W	W	W	W	NV

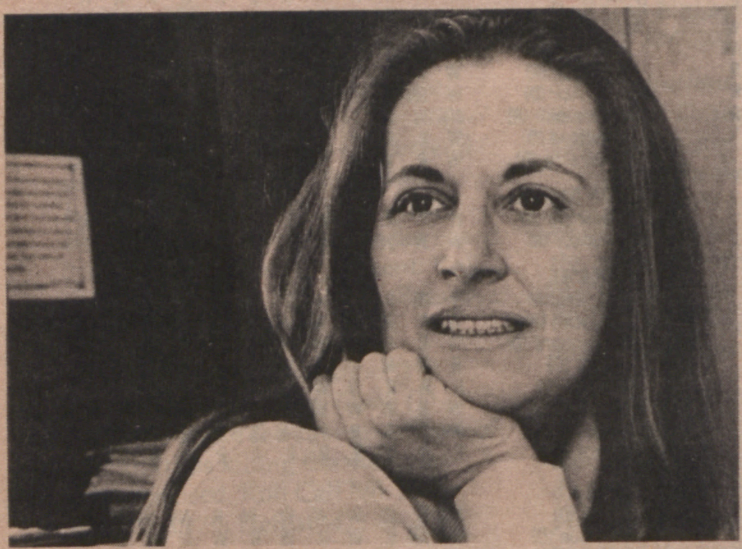
	1	2	3	4	5	6	7	8	9	10	11	12
4 Smith (D)	R	R	R	R	R	NV	R	R	R	R	R	R
5 Harkin (D)	W	R	R	R	R	R	R	R	R	R	W	R
6 Bedell (D)	R	R	R	R	R	W	R	NV	R	R	W	R
KANSAS												
1 Sebelius (R)	W	W	W	W	R	W	W	W	W	W	W	NV
2 Jeffries (R)	W	W	W	W	W	W	W	W	W	W	W	R
3 Winn (R)	W	W	W	W	W	W	W	NV	W	W	W	R
4 Glickman (D)	W	W	W	W	R	W	W	W	W	W	W	R
5 Whittaker (R)	W	W	W	W	W	W	W	W	W	W	W	R
KENTUCKY												
1 Hubbard (D)	NV	R	W	W	W	W	R	W	W	R	W	W
2 Natcher (D)	R	R	R	R	W	R	R	R	R	R	W	R
3 Mazzoli (D)	R	W	W	R	R	W	W	R	NV	NV	W	W
4 Snyder (R)	W	W	W	W	W	R	W	W	W	W	W	W
5 Carter (R)	R	W	W	W	R	NV	NV	R	W	W	W	W
6 Hopkins (R)	W	W	W	W	W	R	W	W	W	W	W	R
7 Perkins (D)	R	R	R	R	R	R	R	R	R	R	R	R
LOUISIANA												
1 Livingston (R)	W	W	W	W	W	NV	W	W	W	W	W	R
2 Boggs (D)	R	R	W	R	R	R	W	R	W	R	W	W
3 Tauzin (D)	—	—	—	—	—	—	—	—	—	—	—	W
4 Leach (D)	W	W	W	W	NV	W	W	W	W	W	W	W
5 Huckaby (D)	W	R	R	W	W	W	R	W	W	W	W	W
6 Moore (R)	W	W	W	W	W	W	W	W	W	W	W	W
7 Breaux (D)	W	R	W	W	W	W	W	W	W	R	W	W
8 Long (D)	NV	NV	R	R	R	R	R	R	W	R	W	W
MAINE												
1 Emery (R)	W	W	NV	NV	NV	W	W	W	R	W	W	W
2 Snowe (R)	W	W	W	W	R	W	W	W	R	R	W	W
MARYLAND												
1 Bauman (R)	W	W	W	W	W	W	W	W	W	W	W	R
2 Long (D)	W	R	W	W	R	R	W	W	W	R	W	R
3 Mikulski (D)	W	W	W	R	R	R	W	R	R	R	R	R
4 Holt (R)	W	W	W	W	W	NV	W	W	W	W	NV	W
5 Spellman (D)	W	R	NV	R	R	NV	R	R	R	R	R	R
6 Byron (D)	W	W	W	W	W	W	W	W	R	W	W	W
7 Mitchell (D)	R	R	W	R	R	NV	R	R	R	R	R	R
8 Barnes (D)	W	R	W	R	R	R	R	R	R	R	R	R
MASSACHUSETTS												
1 Conte (R)	W	R	R	R	R	R	R	W	R	R	R	R
2 Boland (D)	R	R	W	W	R	W	W	R	R	R	W	R
3 Early (D)	R	W	W	W	W	W	W	R	R	R	R	R
4 Drinan (D)	R	R	R	R	R	R	R	R	R	R	W	R
5 Shannon (D)	R	R	R	R	R	W	R	R	R	R	R	R
6 Mavroules (D)	W	NV	R	R	R	R	R	R	R	R	R	R
7 Markey (D)	R	R	R	R	R	R	R	R	R	R	W	R
8 O'Neill (D) *	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV
9 Moakley (D)	R	R	R	W	W	R	R	R	R	R	NV	R
10 Heckler (R)	R	R	R	W	R	R	R	R	R	R	R	R
11 Donnelly (D)	W	W	W	W	W	W	W	R	R	R	W	R
12 Studds (D)	R	R	R	R	R	R	R	R	R	R	W	R
MICHIGAN												
1 Conyers (D)	NV	NV	W	NV	R	NV	W	R	W	R	R	R
2 Pursell (R)	W	R	R	R	W	W	R	R	R	R	W	R
3 Wolpe (D)	R	R	R	R	R	R	R	R	R	R	W	R
4 Stockman (R)	W	NV	W	W	W	W	W	W	W	W	W	R
5 Sawyer (R)	W	W	W	W	W	W	W	W	W	R	W	R
6 Carr (D)	R	R	R	R	R	R	R	R	R	R	W	R
7 Kildee (D)	R	R	R	R	R	R	R	R	R	R	R	R
8 Traxler (D)	R	R	R	R	W	R	R	R	R	R	R	R
9 Vander Jagt (R)	W	NV	W	W	W	W	W	W	NV	W	W	R
10 Albosta (D)	R	R	R	R	W	W	R	W	W	R	W	R
11 Davis (R)	W	R	R	W	W	W	R	W	R	R	R	R
12 Bonior (D)	R	R	R	R	R	R	R	R	R	R	R	R
13 VACANCY	—	—	—	—	—	—	—	—	—	—	—	—
14 Nedzi (D)	R	R	W	R	W	R	W	W	R	R	R	R
15 Ford (D)	R	R	R	R	W	R	R	R	R	R	R	R
16 Dingell (D)	R	W	W	W	W	W	W	R	R	R	R	R
17 Brodhead (D)	R	R	R	R	R	R	R	R	R	R	R	R
18 Blanchard (D)	R	R	R	NV	W	R	R	R	R	R	W	R
19 Broomfield (R)	W	W	W	W	W	W	W	W	W	W	R	R
MINNESOTA												
1 Erdahl (R)	W	R	R	W	R	W	R	W	R	R	W	R
2 Hagedorn (R)	W	W	W	W	W	W	W	W	R	W	W	R
3 Frenzel (R)	W	W	W	W	R	W	W	W	W	W	W	W
4 Vento (D)	R	R	R	R	R	R	R	R	R	R	R	R
5 Sabo (D)	R	W	W	R	R	W	W	R	R	R	W	R
6 Nolan (D)	R	R	R	R	R	R	R	R	R	R	R	NV
7 Stangeland (R)	W	W	W	W	W	W	W	W	W	W	W	R
8 Oberstar (D)	R	R	R	R	R	R	R	R	R	R	R	R
MISSISSIPPI												
1 Whitten (D)	W	R	R	W	W	R	R	W	W	R	W	W
2 Bowen (D)	W	R	R	W	W	W	R	W	W	R	W	W
3 Montgomery (D)	R	R	R	W	W	W	R	W	W	W	R	W
4 Hinson (R)	W	W	W	W	W	W	W	W	W	W	W	R
5 Lott (R)	W	W	R	W	W	W	W	W	W	W	W	R
MISSOURI												
1 Clay (D)	R	R	R	R	R	R	R	R	R	R	R	R
2 Young (D)	R	R	R	R	W	NV	R	R	W	R	W	R
3 Gephardt (D)	R	R	W	R	W	W	W	R	W	R	W	R
4 Skelton (D)	NV	R	NV	W	W	W	R	W	W	W	W	W
5 Bolling (D)	R	NV	NV	NV	NV	W	NV	R	W	R	W	W
6 Coleman (R)	W	W	W	W	W	W	W	W	W	W	W	W
7 Taylor (R)	W	W	W	NV	W	W	W	W	W	W	W	W
8 Ichord (D)	W	W	W	W	W	W	W	W	W	W	W	W
9 Volkmer (D)	W	R	R	R	R	W	R	R	R	R	W	R
10 Burlison (D)	R	R	R	R	W	W	R	R	W	R	W	W
MONTANA												
1 Williams (D)	R	W	W	R	R	W	W	R	R	R	R	R
2 Marlenee (R)	W	W	W	W	W	R	W	W	W	W	W	R
NEBRASKA												
1 Bereuter (R)	W	R	W	W	R	W	W	W	W	R	W	R
2 Cavanaugh (D)	W	R	R	R	R	R	R	W	R	R	R	R
3 Smith (R)	W	R	W	W	W	R	W	W	W	W	W	R
NEVADA												
AL Santini (D)	W	R	R	R	W	R	R	R	R	W	W	R
NEW HAMPSHIRE												
1 D'Amours (D)	W	R	NV	W	W	R	R	R	R	W	R	R
2 Cleveland (R)	W	W	W	W	W	NV	W	W	R	W	W	W

	1	2	3	4	5	6	7	8	9	10	11	12
NEW JERSEY												
1 Florio (D)	R	R	W	R	R	W	R	R	R	R	R	R
2 Hughes (D)	W	R	R	R	R	W	R	R	R	W	W	NV
3 Howard (D)	R	R	R	R	R	R	R	R	R	R	R	R
4 Thompson (D)	R	R	R	R	NV	W	R	R	R	R	R	NV
5 Fenwick (R)	W	W	W	R	R	W	W	R	W	R	W	R
6 Forsythe (R)	NV	NV	NV	NV	NV	W	W	W	W	R	W	R
7 Maguire (D)	R	R	R	R	R	R	R	R	R	R	W	R
8 Roe (D)	R	R	R	R	R	R	R	R	R	R	R	NV
9 Hollenbeck (R)	W	R	R	R	R	R	R	R	R	R	W	R
10 Rodino (D)	NV	R	NV	R	R	R	R	R	R	R	R	NV
11 Minish (D)	W	R	W	W	R	R	W	R	R	R	W	R
12 Rinaldo (R)	W	R	R	W	R	R	R	R	R	R	R	R
13 Courter (R)	W	R	R	W	R	W	R	W	W	W	W	R
14 Guarini (D)	R	R	W	R	R	R	R	W	R	R	W	R
15 Patten (D)	R	R	R	R	R	R	R	R	R	R	R	R
NEW MEXICO												
1 Lujan (R)	W	R	W	R	W	R	R	W	R	R	R	NV
2 VACANCY	—	—	—	—	—	—	—	—	—	—	—	—
NEW YORK												
1 Carney (R)	W	W	W	W	W	W	W	W	W	W	W	R
2 Downey (D)	R	R	R	R	R	W	R	R	R	R	W	R
3 Ambro (D)	W	R	W	W	W	R	W	NV	R	R	W	R
4 Lent (R)	W	W	W	W	W	W	W	W	R	W	R	R
5 Wydler (R)	W	W	W	W	W	W	W	W	W	W	W	W
6 Wolff (D)	R	W	W	W	R	R	R	R	R	R	R	NV
7 Addabbo (D)	R	R	W	R	R	R	W	R	R	R	R	R
8 Rosenthal (D)	R	W	W	R	R	R	W	NV	R	NV	R	R
9 Ferraro (D)	R	R	W	W	W	R	W	NV	R	R	R	R
10 Biaggi (D)	W	R	W	W	R	R	R	NV	R	R	R	R
11 Scheuer (D)	R	R	W	W	R	R	W	R	R	R	W	NV
12 Chisholm (D)	R	R	W	R	R	R	W	R	R	R	R	R
13 Solarz (D)	R	W	W	R	R	R	NV	R	R	R	R	R
14 Richmond (D)	R	R	W	R	R	R	W	R	R	R	R	R
15 Zeferetti (D)	W	R	W	W	W	R	W	W	R	R	R	R
16 Holtzman (D)	NV	R	W	R	R	R	NV	R	R	NV	R	NV
17 Murphy (D)	R	W	NV	R	R	W	W	R	R	W	W	NV
18 Green (R)	R	W	W	R	R	W	NV	R	R	R	W	R
19 Rangel (D)	NV	R	W	R	R	R	R	NV	R	R	R	R
20 Weiss (D)	R	W	W	R	R	R	W	R	R	R	R	R
21 Garcia (D)	R	R	W	R	R	R	W	R	R	R	R	R
22 Bingham (D)	R	NV	W	R	R	R	W	R	R	R	R	R
23 Peyser (D)	R	W	W	R	R	R	W	R	R	R	R	R
24 Ottinger (D)	R	W	R	R	R	R	R	R	R	R	R	R
25 Fish (R)	W	R	R	R	R	R	R	R	W	R	R	R
26 Gilman (R)	W	R	W	R	R	R	W	R	R	R	R	R
27 McHugh (D)	R	R	W	R	R	W	W	R	R	R	W	R
28 Stratton (D)	R	W	W	W	R	W	W	R	W	W	R	W
29 Solomon (R)	W	W	W	W	W	W	W	W	R	W	W	R
30 McEwen (R)	W	W	W	W	W	NV	W	W	W	W	W	NV
31 Mitchell (R)	W	W	W	W	W	R	W	W	R	NV	W	R
32 Hanley (D)	W	R	W	W	R	W	W	R	R	R	R	R
33 Lee (R)	W	W	W	W	W	W	W	W	W	W	W	R
34 Horton (R)	R	R	R	R	R	R	R	R	R	R	R	R
35 Conable (R)	W	W	W	W	R	W	W	W	W	R	W	W
36 LaFalce (D)	W	R	W	NV	R	W	NV	W	W	R	W	NV
37 Nowak (D)	W	W	W	R	R	R	W	W	R	R	W	R
38 Kemp (R)	W	W	W	W	W	W	W	W	W	W	W	R
39 Lundine (D)	W	R	W	R	R	W	W	W	R	R	W	R
NORTH CAROLINA												
1 Jones (D)	W	R	R	R	W	W	R	W	W	R	R	W
2 Fountain (D)	W	W	W	W	R	W	W	W	W	W	W	W
3 Whitley (D)	W	R	R	R	R	W	R	W	W	R	W	NV
4 Andrews (D)	W	R	R	R	R	W	R	W	R	R	NV	W
5 Neal (D)	W	R	R	W	W	W	R	W	W	W	W	W
6 Preyer (D)	W	R	R	R	R	W	R	W	W	R	W	W
7 Rose (D)	W	R	R	R	R	W	NV	R	W	R	W	W
8 Hefner (D)	W	R	R	R	R	W	R	W	W	R	NV	W
9 Martin (R)	W	R	W	W	W	W	W	W	W	W	W	NV
10 Broyhill (R)	NV	R	W	W	W	W	W	W	W	W	W	W
11 Gudger (D)	W	R	R	R	W	W	R	W	W	R	W	W
NORTH DAKOTA												
AL Andrews (R)	W	R	R	R	W	W	W	NV	W	W	R	R
OHIO												
1 Gradison (R)	W	W	W	W	W	W	W	W	W	W	W	W
2 Luken (D)	W	W	W	W	W	W	W	R	W	R	W	W
3 Hall (D)	R	R	R	R	W	R	R	R	R	R	W	R
4 Guyer (R)	W	W	W	W	W	W	W	W	W	W	W	R
5 Latta (R)	W	W	W	W	W	W	W	W	W	W	W	W
6 Harsha (R)	W	W	W	W	W	R	W	W	W	W	R	NV
7 Brown (R)	W	W	W	NV	R	W	W	R	R	W	W	W
8 Kindness (R)	W	W	W	W	W	W	W	W	W	W	W	NV
9 Ashley (D)	R	R	W	R	R	W	W	NV	W	R	W	W
10 Miller (R)	W	W	W	W	W	W	W	W	W	W	W	R
11 Stanton (R)	W	W	W	W	W	W	W	W	W	R	W	W
12 Devine (R)	W	W	W	W	W	W	W	W	W	W	W	R
13 Pease (D)	R	R	R	R	R	W	R	R	R	R	W	R
14 Seiberling (D)	R	R	R	R	R	R	R	R	R	R	W	R
15 Wylie (R)	W	W	W	W	W	R	W	W	W	R	W	R
16 Regula (R)	W	W	W	W	W	W	W	W	W	R	W	W
17 Ashbrook (R)	W	W	W	W	W	W	W	R	W	W	W	R
18 Applegate (D)	W	W	W	W	W	R	W	W	R	W	R	R
19 Williams (R)	NV	R	R	R	W	NV	R	W	R	R	W	R
20 Oakar (D)	R	R	R	R	W	R	R	R	R	R	R	NV
21 Stokes (D)	R	R	R	R	R	R	R	R	R	R	R	R
22 Vanik (D)	W	W	W	R	W	R	W	R	NV	R	R	NV
23 Mottl (D)	W	R	R	W	W	R	R	W	R	W	R	W
OKLAHOMA												
1 Jones (D)	W	R	R	W	R	W	R	W	W	R	W	W
2 Synar (D)	W	R	R	R	R	W	R	W	W	R	W	R
3 Watkins (D)	W	R	R	W	W	W	R	W	W	R	W	W
4 Steed (D)	R	W	R	R	R	W	R	NV	R	NV	R	W
5 Edwards (R)	W	W	W	W	W	W	W	W	W	W	W	W
6 English (D)	W	R	R	W	W	W	R	W	W	W	W	W
OREGON												
1 Aucoin (D)	W	R	R	W	R	W	R	R	R	R	W	R
2 Ullman (D)	W	NV	R	R	R	W	R	W	W	R	W	W
3 Duncan (D)	NV	W	W	R	R	W	W	W	W	R	W	W
4 Weaver (D)	W	NV	NV	R	R	NV	R	R	R	R	W	R
PENNSYLVANIA												
1 Myers (D)	NV	W	W	W	W	R	W	R	R	R	R	R
2 Gray (D)	R	R	W	R	R	R	R	R	R	R	W	R
3 Lederer (D)	R	R	W	W	W	R	W	R	R	R	R	R
4 Dougherty (R)	NV	R	R	W	W	R	R	R	R	R	W	R

	1	2	3	4	5	6	7	8	9	10	11	12
5 Schulze (R)	NV	W	W	W	W	W	W	NV	W	W	W	R
6 Yatron (D)	W	R	R	W	W	R	R	R	R	W	R	R
7 Edgar (D)	W	R	R	R	R	R	R	R	R	R	R	R
8 Kostmayer (D)	W	R	W	W	R	R	W	R	R	R	W	R
9 Shuster (R)	W	W	W	W	W	W	W	W	W	W	W	R
10 McDade (R)	W	W	W	W	R	R	W	W	R	R	W	R
11 Musto (D)	—	—	—	—	—	—	—	—	R	R	R	R
12 Murtha (D)	W	R	R	W	R	NV	R	NV	W	R	W	W
13 Coughlin (R)	W	R	R	W	W	W	R	NV	NV	W	R	R
14 Moorhead (D)	R	R	W	R	R	W	W	R	W	R	W	W
15 Ritter (R)	W	R	W	W	W	W	W	W	W	W	W	R
16 Walker (R)	W	W	W	W	W	R	W	W	W	W	W	R
17 Ertel (D)	W	R	R	R	R	W	R	R	R	R	W	R
18 Walgren (D)	W	W	W	R	W	W	W	W	R	R	R	R
19 Goodling (R)	W	W	NV	W	W	W	W	NV	W	R	W	R
20 Gaydos (D)	R	W	W	W	W	R	W	W	R	R	NV	R
21 Bailey (D)	R	R	W	W	W	R	W	R	R	R	R	W
22 Murphy (D)	W	R	R	W	W	W	R	W	R	R	R	W
23 Clinger (R)	W	R	W	W	R	NV	W	W	R	W	W	R
24 Marks (R)	W	R	R	R	R	R	R	R	R	W	W	W
25 Atkinson (D)	R	R	R	W	W	R	R	W	R	R	W	R
RHODE ISLAND												
1 St Germain (D)	NV	R	R	R	R	NV	R	R	R	R	R	R
2 Beard (D)	W	R	R	R	R	R	R	R	R	R	R	R
SOUTH CAROLINA												
1 Davis (D)	NV	NV	R	NV	R	R	R	R	W	R	R	W
2 Spence (R)	W	R	R	W	W	W	W	W	R	W	W	W
3 Derrick (D)	W	NV	R	R	R	W	R	R	W	R	W	W
4 Campbell (R)	NV	W	R	W	W	NV	W	W	W	W	W	W
5 Holland (D)	W	R	R	R	R	NV	R	W	W	R	W	W
6 Jenrette (D)	W	R	R	R	R	W	R	R	NV	NV	W	NV
SOUTH DAKOTA												
1 Daschle (D)	W	R	R	R	R	R	R	W	R	R	W	R
2 Abdnor (R)	W	W	W	W	W	W	W	W	W	W	W	R
TENNESSEE												
1 Quillen (R)	R	R	R	W	W	R	R	W	R	NV	R	W
2 Duncan (R)	W	R	R	W	W	W	R	W	R	W	R	W
3 Bouquard (D)	W	R	R	R	W	W	R	W	R	W	W	W
4 Gore (D)	R	R	R	R	R	W	R	R	R	R	W	W
5 Boner (D)	R	R	R	W	W	R	R	R	R	R	W	R
6 Beard (R)	W	R	W	W	W	W	NV	W	NV	W	W	W
7 Jones (D)	NV	R	R	R	W	W	R	W	R	W	R	W
8 Ford (D)	R	R	R	R	R	R	R	R	R	R	R	R
TEXAS												
1 Hall (D)	NV	R	W	W	W	W	W	R	NV	NV	W	W
2 Wilson (D)	W	NV	R	W	R	W	R	W	W	W	W	W
3 Collins (R)	W	W	W	W	W	W	W	W	W	W	W	R
4 Roberts (D)	R	R	R	W	W	NV	NV	W	NV	NV	R	W
5 Mattox (D)	W	R	R	R	R	W	R	R	W	R	W	W
6 Gramm (D)	W	R	R	W	W	R	R	W	W	W	W	W
7 Archer (R)	W	W	W	W	W	W	W	W	W	W	W	R
8 Eckhardt (D)	R	R	R	R	R	R	R	R	R	R	W	R
9 Brooks (D)	W	R	R	R	R	W	R	NV	NV	NV	W	W
10 Pickle (D)	W	R	R	R	W	W	R	R	W	W	W	W
11 Leath (D)	W	R	W	R	W	W	W	W	W	W	W	W
12 Wright (D)	R	R	R	NV	R	W	R	R	W	R	W	W
13 Hightower (D)	W	R	W	R	W	W	W	W	W	R	W	W
14 Wyatt (D)	W	R	R	W	W	W	W	R	R	W	W	W
15 De La Garza (D)	W	R	W	W	W	W	W	R	W	R	R	W
16 White (D)	W	R	R	W	W	W	W	W	W	W	W	W
17 Stenholm (D)	W	R	W	W	W	W	W	W	W	W	W	W
18 Leland (D)	R	R	R	R	R	R	R	R	NV	R	R	R
19 Hance (D)	W	R	W	R	W	W	W	W	W	W	W	NV
20 Gonzalez (D)	R	R	R	R	R	R	R	R	R	R	R	W
21 Loeffler (R)	W	W	W	W	W	W	W	W	W	W	W	W
22 Paul (R)	W	W	W	W	W	W	W	W	W	W	W	R
23 Kazen (D)	R	R	R	W	W	W	R	R	NV	NV	R	W
24 Frost (D)	W	R	R	R	R	R	R	NV	R	R	W	W
UTAH												
1 McKay (D)	W	R	R	W	W	R	R	R	W	NV	R	W
2 Marriott (R)	W	R	W	W	NV	R	W	W	W	W	NV	R
VERMONT												
AL Jeffords (R)	W	R	R	R	R	R	R	W	R	R	W	R
VIRGINIA												
1 Trible (R)	W	R	R	W	W	W	W	W	W	W	W	W
2 Whitehurst (R)	W	R	W	W	W	W	W	W	W	W	W	W
3 Satterfield (D)	W	W	W	W	W	W	W	W	W	W	W	W
4 Daniel (R)	W	W	W	W	W	W	W	W	W	W	W	W
5 Daniel (D)	R	R	R	W	W	W	W	W	W	W	W	W
6 Butler (R)	W	W	W	W	R	W	W	W	W	W	W	W
7 Robinson (R)	W	W	W	W	W	W	W	W	W	W	W	W
8 Harris (D)	W	R	R	R	R	R	R	R	R	R	R	R
9 Wampler (R)	NV	R	R	W	W	R	W	W	R	R	W	W
10 Fisher (D)	W	R	R	R	R	W	R	R	R	R	W	W
WASHINGTON												
1 Pritchard (R)	NV	R	R	R	R	W	R	W	W	R	W	R
2 Swift (D)	R	R	R	R	R	W	R	R	R	R	W	R
3 Bonker (D)	W	R	R	R	R	W	R	NV	R	R	W	NV
4 McCormack (D)	W	R	R	R	R	W	R	W	W	R	W	NV
5 Foley (D)	NV	R	R	R	R	W	R	R	R	R	W	W
6 Dicks (D)	W	R	R	R	R	W	R	R	R	R	W	W
7 Lowry (D)	R	R	R	R	R	R	R	R	R	R	W	R
WEST VIRGINIA												
1 Mollohan (D)	W	R	R	R	W	R	R	W	R	R	W	W
2 Staggers (D)	R	R	R	R	R	R	NV	R	R	R	R	NV
3 Hutchinson (D)	—	—	—	—	—	—	—	—	—	—	—	—
4 Rahall (D)	R	R	R	R	R	R	R	R	R	R	R	R
WISCONSIN												
1 Aspin (D)	W	R	R	R	R	W	R	W	R	R	W	R
2 Kastenmeier (D)	W	W	W	R	R	NV	R	R	R	R	R	R
3 Baldus (D)	R	R	R	R	R	W	R	R	R	R	W	R
4 Zablocki (D)	W	W	W	R	W	R	R	W	R	R	R	R
5 Reuss (D)	R	R	R	R	R	R	R	R	NV	R	R	NV
6 Petri (R)	W	R	R	R	R	W	R	W	R	R	W	R
7 Obey (D)	R	W	W	R	R	R	W	R	R	R	W	R
8 Roth (R)	W	W	W	W	W	W	W	W	W	W	W	R
9 Sensenbrenner (R)	W	W	W	W	W	W	W	R	W	W	W	R
WYOMING												
AL Cheney (R)	W	W	W	W	W	W	W	W	W	W	W	R

*Speaker of the House does not vote except to break a tie.

NEA AFFILIATES IN ACTION



New York's Greece Teachers Association has done it again, under the leadership of President Bea Rufer, a high school reading teacher whose continuing presence at the bargaining table dates back to 1969.

NEW YORK: Innovative Greece T.A. bargains retraining with full pay

GREECE—In what may be the first teacher contract clause of its kind in the nation, the Greece Teachers Association (GTA), a 700-member NEA/New York Educators Association affiliate in suburban Rochester, has secured a professional education and training article that will save 44 teaching jobs. The provision offers every member of the bargaining unit the chance to become certified in areas of greatest educational need.

The article came about as a way to use the skills of 44 teachers slated for layoff, after the GTA and the school board agreed to a no-layoff clause.

"What we are trying to do is what private industry does when it retrains people to keep them on board," said GTA President Bea Rufer. "This way, as enrollment declines, we can keep our educational program broad. People can be certified in several areas."

Under the new clause, teachers may apply for up to one semester of college work —fully paid for by the school district—to obtain certification, gain new skills, or renew an outdated certification. While studying that semester and working in the district in some capacity a few hours each week, teachers will receive full pay and benefits.

There is no limit to the number of teachers per semester who can use the retraining benefit. "We need special education teachers, Italian teachers, reading and writing teachers," said Rufer, adding that the new clause will enable teachers to earn certification and fill positions in those areas and avoid being laid off.

The new contract also provides an average salary increase of 30 percent over the next three years and includes novel language that gives teachers the right to appeal if they feel a handicapped student has been improperly mainstreamed into their classrooms. They can appeal to their building committee, made up of the building principal, school psychologist, a speech specialist, and special education teachers. If the committee agrees with the teacher, the handicapped child will be removed from the classroom. If not, the teacher can appeal to the district committee on the handicapped.

How does the GTA manage to come up with top-notch salary packages and innovative benefits every time it bargains a new contract?

"Probably the strongest factor is continuing leadership on both sides," said Rufer, who has been GTA president for the past eight years. "The negotiator for the board has been the same since 1967, and I've been involved in bargaining since 1969. Continuity has a lot to do with it—it builds a trust factor from which both sides can operate."

UTAH: Energy boom spurs 25 percent teacher salary hike

SALT LAKE CITY—Teachers in booming Emery County will receive a salary increase of almost 25 percent this year, plus increments. The 24.43 percent hike is possible because residents voted to raise property taxes to make teacher salaries competitive with those in the county's fast-growing coal and electricity-producing industries.

Emery County schools had been losing large numbers of teachers, who were leaving the profession to take higher-paying jobs in private industry.

While Emery County is the pacesetter, local associations throughout Utah have generally won their largest salary increases ever this year, with the *smallest* increase in the state a respectable 10.3 percent. Utah Education Association (UEA) Bargaining Director Don Ulmer attributes the bargaining successes to "teacher determination to gain cost-of-living increases, telling our story to the people who count, and a key victory in the legislature."

The legislature provided an 11 percent funding increase for schools, but only after beating back efforts to lower the figure. The UEA House of Delegates then set a 12.1 percent salary increase goal for teacher bargaining.

Local associations in 24 of the state's 40 school districts reached that goal, and several others would have made it but chose instead to take fringe benefits such as dental insurance. About half the state's teachers will also receive an additional 4 percent for experience and training increments.

NEVADA: Teachers battle Proposition 13 look-alike

CARSON CITY—Cropping up on teachers' yards, cars, and lapels this fall are signs, bumper stickers, and buttons reading " Question 6: it's bad for Nevada" and "I'm a NO on 6."

Nevada State Education Association (NSEA) members are working hard to defeat a constitutional amendment that would slash property taxes and devastate local governments. Voters approved the measure, a carbon copy of California's Proposition 13, by a 4-to-1 margin in 1978. In Nevada such questions must be put to voters a second time before becoming law.

The legislature responded in 1979 with a comprehensive tax relief package of its own, exempting food from tax and providing tax breaks for renters and others. This more moderate legislation, which NSEA supported, will automatically expire if Question 6 passes.

Question 6 proposes to limit property taxes to 1 percent of full cash value and to redefine that value. Assessments on property that has not changed hands since 1975-76 would be rolled back to 1975-76 levels. Other property would be valued at current rates, but future tax assessments would be limited to 2 percent of market value.

"Question 6 would cost public education $45 million over the next biennium—about 20 percent of its total revenue," estimates NSEA Government Relations Chair Lonnie Shields, who is leading the association's "No on 6" coalition efforts with other public employee groups and private businesses. "Unlike California, we anticipate no surplus in the state general fund to bail out the localities," he adds. "A tax reduction of this magnitude would mean across-the-board cuts, resulting in freezes on school hiring, deterioration of school buildings, and reductions in support services, special programs, libraries, and athletics."

LOUISIANA: Association fears 'witch hunts' under new commission

BATON ROUGE—Over the vehement opposition of the Louisiana Association of Educators (LAE), the state legislature this summer narrowly passed a bill establishing a commission to police the teaching profession. The Professional Practices Commission (PPC), as it is called, will investigate complaints brought against educators.

The commission has a potential for harassment that will "strike like summer lightning," says LAE Executive Secretary H. C. Robinson. He foresees a "chilling effect" on school discipline as teachers relax their efforts in order to avoid alienating a student whose parents may now bring a charge against them.

The association opposed the legislation from the time it was first proposed by the new governor, arguing that procedures for removing unfit teachers from the classroom were already on the books and that the new language could circumvent tenure and result in political witch hunts.

"We were successful in getting the bill amended in the senate to give some measure of protection to the teacher, but we still feel it is a bad concept," Robinson adds. "The greatest danger of the PPC is to the morale of teachers, who know that if they upset anyone in any way, it can cause them to be investigated and to have to hire a lawyer and go through a grievance hearing."

The 15-member commission, which will be appointed by the governor, will conduct investigations and issue recommendations to the state to suspend or revoke certification, or to local school boards to discipline or dismiss teachers found to be "incompetent."

The LAE is working to repeal the fuzzily written measure and plants to contest its constitutionality in court.

ARKANSAS: AEA initiative would upgrade schools

LITTLE ROCK—The 16,000-member Arkansas Education Association gathered 60,000 signatures this spring on a petition calling for an "Arkansas Equal Educational Opportunity Act" to be placed on the November ballot for voter approval.

This initiative would establish minimum standards of education across the state by mandating that by October 1, 1983, each of the nearly 400 school districts must provide—

- Free education from kindergarten through grade 12.
- A school year of at least 180 days.
- Class sizes of no more than 25 in grades K-6.
- Adequate curriculum including job skills, advanced mathematics, physics, chemistry, foreign languages, instrumental music, art, and other courses.
- Student support services including library, counseling, and health services.

"Almost half our school districts offer no foreign language, physics, art, or instrumental music," points out AEA Executive Secretary Kai Erickson. "Some still have no kindergarten. Over 3,600 elementary classrooms have more than 25 students. The administrators and the right-wing Association of Professional Educators bitterly oppose our bill and have been campaigning against it with exaggerated cost estimates."

He adds, "We think schools can provide educational opportunities in a number of nontraditional ways other than building expensive new schools—through pooling resources and facilities, tutoring, shared staffing, television, book vans, and other innovative approaches, none of which our districts have even tried. We believe it's time they *started* trying to provide a complete education for children, and that's what this bill is all about."

The act would empower the state board of education to take "whatever steps necessary"—including boundary adjustments, annexation, or consolidation—to protect the interests of the children in any school district that fails to correct its educational deficiencies by April 1, 1984.

PUERTO RICO: Association probes PL 94-142 compliance

SAN JUAN—PL 94-142, the Education for All Handicapped Children Act, is not being properly enforced in Puerto Rico, according to leaders of NEA's state-level affiliate here.

A recent professional conference sponsored by the Asociación de Maestros de Puerto Rico (AMPR/NEA) brought together nearly 300 teachers from around the island, NEA President Willard McGuire, NEA Instruction and Professional Development staff, and a representative of the commonwealth's Department of Public Instruction.

The conferees targeted several critical dimensions of the problem: Spanish-language materials for informing parents of handicapped children about their rights under the law are lacking; state and local school district plans for implementing the federal law are inaccessible to teachers; most teachers have received no inservice training to help them work with handicapped children; teachers are not given released time to help formulate individual education plans for handicapped students; class sizes are not reduced when children are mainstreamed into regular classrooms.

"AMPR and NEA must work together to gain for Puerto Rico's teachers the time and tools they need to teach handicapped students," McGuire told the conferees.

NEA ROVING REPORTER

Public concern over low student scores on standardized and basic skills tests has prompted many states to initiate another round of testing—this time for teachers. Seven states already require candidates for certification to earn a certain score on the National Teacher Examination or the state's own test, and by 1982 three more will demand it. Other states are contemplating tests which practicing teachers would be required to pass in order to keep their jobs.

We asked delegates to the 1980 NEA annual meeting in Los Angeles, "What do you think about the move toward minimum competency testing for teachers?"

Alexis Ruiz, social studies, Nottingham Elementary, Los Angeles, Calif.

"I've seen the National Teacher Exam. It's horrendous. It's everything we tell parents shouldn't happen to their kids, so why should we do it to teachers? For example, asking a ridiculously detailed history question—who needs to know, and who cares? In the past five years in social studies we've been told to 'go for concept, go for trend; don't go for details.' Yet we get down to the bottom line about taking a teacher exam and they ask things that are inconsequential."

Frank Stamm, mathematics, Torrington Middle School, Torrington, Wyo.

"I don't think there is any way you can devise a test that cannot be construed to mean whatever whoever is evaluating it wants it to mean. I'm against it, because what is minimum competency? What are you looking for? How do you test how teachers relate to kids? I don't think there is any way you can put that down on paper and come out with anything valid. As in any profession, there are teachers who are incompetent, but I don't think a test is going to show that."

Nancy Putnam, first grade, Peete Elementary School, Tyler, Texas

"I'm very much against competency testing because teacher training is the responsibility of the colleges. I'm in favor of going into five-year programs for teachers, or doing whatever is necessary to deal with the problem of incompetent teachers in Texas."

Lawrence Williams, earth science, Horace Mann Junior High School, Little Rock, Ark.

"Given proper thinking and monitoring—and making sure teacher rights are protected—I can go with it. Properly planned and executed, it could be a good thing."

Carol Shilinsky, fourth grade, Nelson Place School, Worcester, Mass.

"If we don't have competent teachers, we're not going to have competent children coming out of the educational system. Personally, I have nothing against competency testing for teachers, but unless it is administered properly, you run into the problem of who says who is competent. If some school commission member wants a friend's son or daughter to be a teacher in a time of teaching jobs being nonexistent, it would be very easy to say, 'That teacher's not competent so put in my friend.' "

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women

NEW FOCUS ON AN OLD PROBLEM

DISCRIMINATION CONTINUES AGAINST BLACK EDUCATORS

In 1972 a black elementary principal in Sylvania, Georgia, with 22 years' experience was asked to become the assistant principal of a predominantly white high school to help ease the process of integration. During the ensuing years, he was passed over four times for promotion as the principal's slot became vacant. The last time around, six months ago, the superintendent established a screening committee of educators from the high school to interview candidates for the position. The committee chose the assistant principal as the top candidate. When the board of education met, it ignored the panel's recommendation; a white candidate was selected.

WASHINGTON, D.C.—Job discrimination continues to be a serious problem for black educators. Statistics compiled recently by NEA Teacher Rights indicate that if anything the situation has worsened since it was first recognized about 15 years ago. "Second-generation" desegregation problems are particularly apparent in the Southeast, where the proportion of the teaching population that is black is declining despite the fact that the black student population is increasing.

Representatives of nine southern state associations met here at NEA's invitation in August to share data on the issue and to map out strategies for dealing with it.

The problem stems from historical as well as current trends, they noted. Discrimination against black educators followed school integration in the South in the 1960's and early 1970's: thousands of minority classroom teachers, principals, coaches, band directors, and other special personnel were demoted or dismissed when many small, rural black schools closed and black students were transferred to formerly all-white schools.

Most of this kind of black teacher displacement was over by 1972, but in its wake followed other discriminatory certification, hiring, and promotion practices, much harder to challenge in court.

Although many of the factors involved in job discrimination affect the entire teaching profession, they have a disproportionate impact on the black teacher population. The National Teacher Exam (NTE), for example, has the effect of limiting the number of black teachers being hired in states that use it as a prerequisite for certification or hiring. Even though the NTE is known to be a poor predictor of teacher performance, in Louisiana it is used as the sole criterion for teacher certification; in South Carolina it is used to determine salary and promotions.

Lack of fair dismissal laws, tenure laws, or substantive due process laws also disproportionately affects black teachers, who may be victimized by the racial biases of the officials responsible for hiring and firing. Black teachers in Mississippi are especially vulnerable, for when a school board decides to nonrenew a teacher for whatever reason, state law puts the burden of proof solely on the teacher to show that he or she is innocent of whatever allegation the board has made.

Unless action is taken, the proportion of black teachers is likely to grow smaller as certification requirements (such as minimum NTE scores and special five-year education programs) get tougher. Georgia, for example, now requires prospective teachers to "successfully" complete a one-year internship in addition to a four-year college program. Local superintendents are the judge and jury of who has been a successful intern.

NEA Executive Director Terry Herndon promised the state association leaders gathered here that those states committed to reversing the trend of black teacher displacement will have the full backing of the NEA. He emphasized the role of each association because "change has to come at the local level."

Joint association efforts to address the issue of discrimination may include legislative proposals, efforts to increase teacher and staff awareness of the problem, creation of a data bank to compile additional documentation on the employment and retention of black teachers, and possibly a class action lawsuit.

CONFERENCE UNITES ASIAN/PACIFIC ISLAND WOMEN

WASHINGTON, D.C.—More than 500 Asian/Pacific Island American women from across the country met at NEA Center here in August for their first national conference on educational equity. A major goal of the meeting, according to Dr. Tin Myaing Thein, conference coordinator, was to begin a system of political networking directed at equity—in both education and employment.

"We want Asian/Pacific Island women to get jobs commensurate with their level of education," she said. "We want them to seek out educational opportunities which will let them get better jobs. We want to remove from textbooks stereotyped concepts of Asians such as the Chinese laundryman, the Filipino houseboy, the Japanese war bride, the Pacific Islander with grass skirt and thatched hut." Combatting the "double discrimination" against Asian/Pacific Island women—based on both race and sex—is the ultimate objective, she added.

Former U.S. Representative Patsy Mink of Hawaii tells delegates to the first national Asian/Pacific Island women's educational equity conference, "We need to find Asian/Pacific people who are succeeding in their own areas of interest and push them forward, so when policy decisions are made, we will have spokespeople there to express our hopes, fears, and frustrations."

Delegates, including many NEA members, came to exchange ideas, learn skills to make them more effective in the political system, and collectively start instituting change. Among the speakers was Patsy Mink, former member of Congress from Hawaii, who challenged the delegates to "become one voice and constituency with power and meaning—so that we will be heard."

NEA cosponsored the conference with the U.S. Department of Education's Women's Educational Equity Act Program and over 15 organizations made up of women of Japanese, Chinese, Filipino, Korean, Vietnamese, Indian, Hawaiian, Samoan, Tongan, Guamanian, and other Southeast Asian and Pacific Island descent.

WCOTP addresses hostage crisis

BRASILIA, BRAZIL—In response to a new business item passed by the NEA Representative Assembly in July, NEA's delegation to the 27th assembly of the World Confederation of Organizations of the Teaching Profession (WCOTP), held here in August, submitted and won passage of a resolution on "freeing of diplomatic hostages." It reads as follows:

"World peace must be a goal of all teachers' organizations.

"WCOTP has urged the peaceful resolution of all differences between states.

"The Assembly views the holding of diplomatic hostages as a serious threat to peaceful relations amongst states. The Assembly further considers that the taking of hostages is not a means of settling disputes amongst states. Therefore, WCOTP urges its member organizations to request their governments to help secure the quick and safe release of the American hostages held in Iran and to act in the same spirit in other similar cases."

Cosponsoring the hostage resolution with the 30-member NEA delegation were the Canadian Teachers' Federation, the Nigeria Union of Teachers, France's Syndicat national des instituteurs, and the WCOTP executive committee.

Working on the wording of a resolution during the WCOTP Assembly this summer in Brazil are (foreground, left to right) NEA International Relations Committee Chair Roscoe Keeney, former NEA Secretary-Treasurer John McGarigal, and NEA President Willard McGuire.

Other resolutions and policy statements adopted by the assembly address human rights, women in education, cuts in educational expenditures, and teacher rights in Latin America. NEA Executive Committee member Marty Woodard was a leader in the discussions on women in education.

NEA President Willard McGuire won election to the WCOTP executive committee, receiving 602 out of a possible 609 votes.

Gallup poll finds confidence in public schools returning

BLOOMINGTON, IND.—Confidence in the nation's public schools, which was shaken in the past decade, may be returning, according to the 12th annual Gallup poll of Americans' attitudes toward public education, published in the September issue of *Phi Delta Kappan* magazine.

Gallup surveyed a cross-section of 1,547 adults nationwide—68 percent with no children now in school, 28 percent public school parents, and 6 percent nonpublic school parents (totaling more than 100 percent because some have children in both public and private schools).

For the first time since 1974, when the public was initially asked to rate schools by letter grades, the annual decline in these ratings has halted and there is evidence of an upswing. This year, 35 percent gave the public schools an 'A' or 'B' rating; 29 percent said 'C'; 12 percent, 'D'; 6 percent, 'F'; and 18 percent, 'don't know.' 'A' or 'B' ratings had been given by 48 percent in 1974 and had gradually edged down to 34 percent by 1979.

Parents with children in the public schools still give higher ratings than anyone else: 46 percent of public school parents graded the public schools 'A' or 'B,' compared with 31 percent of those with no children in school and 34 percent of those with children in nonpublic schools.

This year Gallup asked a new question: "How much confidence do you, yourself, have in [certain] American institutions to serve the public's needs—a great deal of confidence, a fair amount, or very little?" The results for 'great deal' and 'fair amount' combined show only two institutions surpassing the 70 percent confidence mark—organized religion with 82 percent and the public schools with 74 percent. Inspiring less confidence than the public schools were local, state, and national governments, labor unions, and big business.

Asked to name the biggest problems with which public schools in their community must deal, about one in four respondents overall named "discipline"; almost one in two nonpublic school parents gave this response.

Education a controversial topic at White House Conference on Families

WASHINGTON, D.C.—Education and what it should and should not do inspired much debate at this summer's White House Conference on Families. The conference—actually three regional sessions held in Baltimore, Minneapolis, and Los Angeles—was the forum for heated arguments on such subjects as the role of the federal government in education, parental control over "controversial" curricula, and religion's place in the schools.

Extensive time was spent on these issues, but they did not appear in any of the meetings' final recommendations. Instead, calls for greater parental involvement in the schools and for more community education programs emerged as the recommendations with sufficient consensus to gain approval.

The National Education Association was invited to send one at-large delegate and one at-large observer to the White House Conference. Serving as the at-large delegate, NEA Executive Committee member Judy Owens of New Jersey attended the Baltimore conference and participated in the education workshop. Executive Committee member Marty Woodard of Minnesota was the at-large observer in Minneapolis. A number of NEA teachers attended the conference sessions as state delegates, including NEA Board of Directors member Marjorie Pike of Tennessee.

A national task force of 117 members is now compiling the results of the three regional conferences to produce one final report.

Courts in disagreement

Does Title IX cover employees too?

WASHINGTON, D.C.—Two federal courts of appeal have now upheld the government's contention that Title IX of the 1972 Education Amendments, prohibiting sex discrimination in federally assisted education programs and activities, provides employee coverage.

The recent decisions conflict with four earlier courts of appeal rulings which held that the statute applies only to treatment of students and not to employment practices. Now that two circuit courts have finally come down at least partially on the government's (and teachers') side, Supreme Court review of the long-standing question about Title IX's scope becomes more likely.

Relying largely on the legislative debate at the time of Title IX's passage, the Second Circuit judge found the Department of Education's employment regulations consistent with the statute. The Fifth Circuit likewise found no reason to conclude that Title IX's coverage was limited to students, but did rule that the employment regulations in question had to be restricted to persons working in programs that receive direct federal funding.

While the two opinions are encouraging, optimism is dimmed by the Second Circuit's recent granting of a petition to rehear its suit before the entire court, and by the narrowness of the Fifth Circuit's ruling.

School employees are already protected from employment discrimination on the basis of sex under Title VII of the 1964 Civil Rights Act (which includes pregnancy discrimination) and under the Equal Pay Act. However, Title IX adds an extra remedy for victims of discrimination in education institutions, by providing for potential federal fund cutoff to ensure compliance.

A direct line for direct service

WASHINGTON, D.C.—Having a consumer problem with a product sponsored by NEA Special Services? Call the NEA Consumer Hot Line at **800/424-8566**, toll-free from anywhere in the continental U.S.

The hot line is designed to resolve specific consumer concerns. For information about a product, please continue to write to NEA Special Services, Room 404E, 1201 16th Street, N.W., Washington, D.C. 20036.

Could your project qualify for an NEA fellowship?

WASHINGTON, D.C.—Applications are now being accepted for Hilda Maehling Fellowships of up to $2,500 each. These fellowships are awarded annually by NEA to teachers and local associations for projects that advance professional association work, improve human relations, enhance curriculum and instruction, or develop professional tools and techniques.

Individual classroom teachers, groups of teachers, and local affiliates are eligible. A teacher must be designated coordinator of each project entered.

Each individual, group, or association applying must submit an application, project rationale, one-page project summary, and three references by December 1. Winners, to be selected by a subcommittee of the NEA Board of Directors, will be announced next April.

For further information and applications, write to Hilda Maehling Fellowships, NEA Center, 1201 16th Street, N.W., Washington, D.C. 20036.

NEA delegation plays pivotal role

from page 4

from one end of the arena to the other," McGuire said. "Teacher delegates were distinguished by their knowledge of the issues and their 'stick-to-it-iveness.' The performance of all NEA delegates gained us respect and put teachers and education squarely in the spotlight of national attention."

The teachers came well grounded in politics and conventions. Delegate Ed Foglia, president of the California Teachers Association, noted that NEA's annual Representative Assembly "makes these political conventions look like small stuff as far as caucusing and communications are concerned.

A number of Association representatives were invited to address the convention from the podium. In addition to Herndon, five others were offered that privilege. NEA President McGuire and Judith Lonnquist, general counsel for the Washington Education Association, spoke on minority planks to the platform. Kentucky's Alice McDonald spoke on the economy; Billie Nave Masters of California, minority-at-large member of the NEA Board of Directors, talked about human needs and Indian concerns; Michigan's Barbara Roberts Mason spoke on education.

Tax proposals: impact on teachers

from page 6

Senate committee plan is similar but would keep the first-year (1981) deduction to 5 percent (and a $1,500 limit).

To offset next year's scheduled jump in Social Security (FICA) payroll deductions, the Administration proposal would allow a federal income tax credit equal to 8 percent of the total Social Security taxes an individual paid during the year. The credit would be given only in 1981 and 1982, during which the White House expects Congress to reconsider the whole funding base for the Social Security system. NEA favors the tax credit as advancing another Association objective: transferring the funding of Medicare and other non-wage-related Social Security programs from payroll taxes to general revenues.

Meanwhile, study group proposals to start treating a portion of an individual's Social Security benefits as taxable income—a move NEA has lobbied strongly against—were rejected recently by resolutions of the Senate and the House of Representatives.

The House also voted overwhelmingly to amend the new Treasury appropriations bill with language preventing IRS from requiring tax withholding on interest or dividends.

NEA is pressing Congress to keep the existing tax exemptions for certain fringe benefits, such as employer-paid premiums on group insurance plans and free college tuition for professors' dependents. Current NEA-backed legislation prohibiting IRS from changing the tax-free status of these benefits expires next May.

On other issues of particular interest to teachers, NEA continues to work toward getting the tax law—or the IRS rules interpreting it—made more equitable. For example, teachers who purchase classroom materials and supplies not provided by their school board may deduct reasonable, non-reimbursed costs for such items as ordinary and necessary business expenses—provided they can demonstrate that the supplies are appropriate and helpful in their job assignments. With nothing in the Internal Revenue Code or the regulations to guide tax examiners, exactly what does and does not qualify here continues to be determined on a case-by-case basis.

Tuition, books, supplies, lab fees, and other expenses for continuing education courses are still deductible, but only if a teacher itemizes deductions. The teacher must be able to show that the courses maintain and improve job skills, are directly related to job assignment, and do not qualify the teacher for a new trade or business.

Travel, moving, and certain other expenses can be deducted as business expenses even if the teacher does not otherwise itemize. NEA's calls for moving continuing education costs into this "business expense" category have so far fallen on deaf ears.

The Senate Finance Committee proposal would provide tax rate reductions for all income brackets in the 1981 tax year, averaging 4 percent. It would also increase the personal exemption from $1,000 to $1,100 and raise the zero-bracket amount (formerly called the standard deduction) from $2,300 to $2,400 for single heads of households and from $3,400 to $3,600 for married couples.

The progressive, graduated rate changes proposed by the bipartisan Senate committee contrast sharply with the widely publicized Kemp-Roth proposal, endorsed by the Republican Presidential candidate, for an across-the-board tax cut of 10 percent in each of the next three years. NEA analysts agree with Vice-President Mondale's assessment of the likely impact of this regressive proposal: "If you're earning $200,000 a year, you'll save enough money to buy a new Mercedes. But if you're a teacher, you'll save enough money to buy a hubcap. And if you're unemployed or on Social Security, you won't even get your bus fare back."

President Carter does not plan to introduce his own tax-relief package until the next Congress and has said he will veto any major tax cut voted prior to the election.

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R-10-80

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For your spouse and children— a very important option for very important people.

Now, you can take advantage of these same reasonable NIE group rates to provide this kind of protection for your eligible family members, too. That's important, because whether a professional or a home-maker, your spouse affects your family's financial security. If something should happen to either one of you, just think about the possible loss of income, basic living expenses, the cost of child care and running a household—to name but a few of the financial consequences which could severely affect your family's current and future life-style. With today's inflation and tomorrow's prices, you'll realize that your spouse may need life insurance protection just as much as you do.

You should also think about life insurance protection for your children. With NIE, you can provide coverage for your dependent children which allows conversion to an individual policy at age 21 *without a medical examination!*

Choose protection to meet tomorrow's needs.

How much life insurance you need may depend on how much protection you have now, when it was purchased, and your present life-style. Times are constantly changing, and you must remember that inflation affects more than the cost of food and clothing; it impacts the relative value of your life insurance, too. If you haven't reviewed your life insurance coverage recently, now is a good time to think about purchasing or upgrading coverage with your Association's expanded NIE Life Insurance Plan . . . just to keep up with the times.

For you . . .

As an example, if you are under age 30, this plan can provide $10,000 of protection for $12 a year, $50,000 for $52 a year, and $100,000 for $102 a year.

For your family . . .

If you select coverage under Schedule 3 or above (see chart), you can take advantage of the optional spouse and dependent children's coverage. Spouse coverage is equal to 50% of the member's amount of insurance according to the schedule selected. Dependent child(ren) are covered for the amount shown for each schedule. Regardless of how many children you insure, your contribution remains the same.

Who is eligible?

Protection under the NIE Life Insurance Plan is available to all active, educational support, life, student or staff NEA members in good standing. Members currently insured under NEA Life Insurance Plans A, B, C, C+, S or Independent Educators are also eligible to apply for this additional coverage. Coverage continues as long as you remain eligible, make the required contribution within two months of the due date, and the overall plan remains in effect.

If you leave the field of education or retire, you may still be eligible to continue your NIE Life Insurance Plan as long as you remain a member of NEA.

Your eligible dependents are your spouse (except in the case of divorce or annulment) and unmarried children between 14 days and 21 years of age who are not members of the military service. Stepchildren, foster and legally adopted children who depend upon you for support, may be included. If both husband and wife are insured under this plan as members, they are ineligible for dependent spouse coverage and only one of them may cover children as eligible dependents.

Once you have dependents insurance for your children, each additional child automatically becomes insured 14 days after birth. No notification of birth is necessary. A dependent's coverage terminates when the dependent no longer meets eligibility requirements, the necessary contributions are not made when required, or the member's coverage terminates.

Important facts you should know about NIE.

No medical exam—The underwriter does not require a pre-enrollment physical examination, although you must be able to certify the health statements on the enrollment form.

Continuance of insurance during total disability—at no cost—If, as an insured member, you become totally disabled before age 60 and remain so disabled for at least six months, your member coverage will remain in effect for the entire period of total disability at no cost to you. Proof of disability must be furnished as required. Should you die during the first 12 months of such disability, your insurance will be paid even if you have not furnished proof of disability or if contributions were not continued.

To be considered totally disabled, you must be unable to perform any and every duty pertaining to your occupation and not engaged in any gainful work. However, after the 30th month of such disability, you must be unable to engage in any occupation for which you are reasonably fitted by education, training or experience, and not engaged in any gainful work.

Conversion rights—Should you become ineligible under the plan, you are guaranteed the opportunity to convert within two calendar months to one of a number of Prudential individual policies, without furnishing evidence of good health. If you die during this two-month period, your insurance will be paid whether or not you have applied for an individual policy. Each terminating dependent's insurance may be converted to individual policies under similar conditions.

The underwriter—The NIE Plan is underwritten by The Prudential Insurance Company of America. The NEA Insurance Plans are administered by the NEA Members Insurance Trust.

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Consider today's steadily rising costs. Then compare the costs and benefits of your Association's New Independent Educators Life Insurance Plan with any other now available. We think you'll find the NIE to be the plan you need to keep up with the changing times.

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*Amounts vary by age and the schedule you select.

Plan Schedules

For New Independent Educators Insurance Plan

	Schedule 1		Schedule 2		Schedule 3		Schedule 4		Schedule 5	
Age**	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†
Under 30	$10,000	$ 6.00 m	$20,000	$11.00 m	$30,000 *15,000* 3,000	$ 16.00 m *8.00 s* 4.50 d	$40,000 *20,000* 4,000	$ 21.00 m *10.50 s* 6.00 d	$50,000 *25,000* 5,000	$ 26.00 m *13.00 s* 7.50 d
30 — 39	$10,000	$ 7.00 m	$20,000	$13.00 m	$30,000 *15,000* 3,000	$ 19.00 m *9.50 s* 4.50 d	$40,000 *20,000* 4,000	$ 25.00 m *12.50 s* 6.00 d	$50,000 *25,000* 5,000	$ 31.00 m *15.50 s* 7.50 d
40 — 49	$10,000	$15.00 m	$20,000	$29.00 m	$30,000 *15,000* 3,000	$ 43.00 m *21.50 s* 4.50 d	$40,000 *20,000* 4,000	$ 57.00 m *28.50 s* 6.00 d	$50,000 *25,000* 5,000	$ 71.00 m *35.50 s* 7.50 d
50 — 59	$ 6,000	$24.00 m	$12,000	$47.00 m	$18,000 *9,000* 3,000	$ 70.00 m *35.00 s* 4.50 d	$24,000 *12,000* 4,000	$ 93.00 m *46.50 s* 6.00 d	$30,000 *15,000* 5,000	$116.00 m *58.00 s* 7.50 d
60 — 69	$ 4,000	$36.00 m	$ 8,000	$71.00 m	$12,000 *6,000* 3,000	$106.00 m *53.00 s* 4.50 d	$16,000 *8,000* 4,000	$141.00 m *70.50 s* 6.00 d	$20,000 *10,000* 5,000	$176.00 m *88.00 s* 7.50 d
Over 70	$ 1,000	$32.00 m	$ 2,000	$63.00 m	$ 3,000 *1,500* 1,500	$ 94.00 m *47.00 s* 2.25 d	$ 4,000 *2,000* 2,000	$125.00 m *62.50 s* 3.00 d	$ 5,000 *2,500* 2,500	$156.00 m *78.00 s* 3.75 d

	Schedule 6		Schedule 7		Schedule 8		Schedule 9		Schedule 10	
Age**	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†
Under 30	$ 60,000 *30,000* 6,000	$ 31.00 m *15.50 s* 9.00 d	$ 70,000 *35,000* 7,000	$ 36.00 m *18.00 s* 10.50 d	$ 80,000 *40,000* 8,000	$ 41.00 m *20.50 s* 12.00 d	$ 90,000 *45,000* 9,000	$ 46.00 m *23.00 s* 13.50 d	$100,000 *50,000* 10,000	$ 51.00 m *25.50 s* 15.00 d
30 — 39	$ 60,000 *30,000* 6,000	$ 37.00 m *18.50 s* 9.00 d	$ 70,000 *35,000* 7,000	$ 43.00 m *21.50 s* 10.50 d	$ 80,000 *40,000* 8,000	$ 49.00 m *24.50 s* 12.00 d	$ 90,000 *45,000* 9,000	$ 55.00 m *27.50 s* 13.50 d	$100,000 *50,000* 10,000	$ 61.00 m *30.50 s* 15.00 d
40 — 49	$ 60,000 *30,000* 6,000	$ 85.00 m *42.50 s* 9.00 d	$ 70,000 *35,000* 7,000	$ 99.00 m *49.50 s* 10.50 d	$ 80,000 *40,000* 8,000	$113.00 m *56.50 s* 12.00 d	$ 90,000 *45,000* 9,000	$127.00 m *63.50 s* 13.50 d	$100,000 *50,000* 10,000	$141.00 m *70.50 s* 15.00 d
50 — 59	$ 36,000 *18,000* 6,000	$139.00 m *69.50 s* 9.00 d	$ 42,000 *21,000* 7,000	$162.00 m *81.00 s* 10.50 d	$ 48,000 *24,000* 8,000	$185.00 m *92.50 s* 12.00 d	$ 54,000 *27,000* 9,000	$208.00 m *104.00 s* 13.50 d	$ 60,000 *30,000* 10,000	$231.00 m *115.50 s* 15.00 d
60 — 69	$ 24,000 *12,000* 6,000	$211.00 m *105.50 s* 9.00 d	$ 28,000 *14,000* 7,000	$246.00 m *123.00 s* 10.50 d	$ 32,000 *16,000* 8,000	$281.00 m *140.50 s* 12.00 d	$ 36,000 *18,000* 9,000	$316.00 m *158.00 s* 13.50 d	$ 40,000 *20,000* 10,000	$351.00 m *175.50 s* 15.00 d
Over 70	$ 6,000 *3,000* 3,000	$187.00 m *93.50 s* 4.50 d	$ 7,000 *3,500* 3,500	$218.00 m *109.00 s* 5.25 d	$ 8,000 *4,000* 4,000	$249.00 m *124.50 s* 6.00 d	$ 9,000 *4,500* 4,500	$280.00 m *140.00 s* 6.75 d	$ 10,000 *5,000* 5,000	$311.00 m *155.50 s* 7.50 d

**Age of member at time of claim
†Based on age of member on each due date

KEY

m = **Insured member's information shown in bold**

s = *Insured member's spouse information shown in italic*

d = Insured member's dependent children information shown in regular

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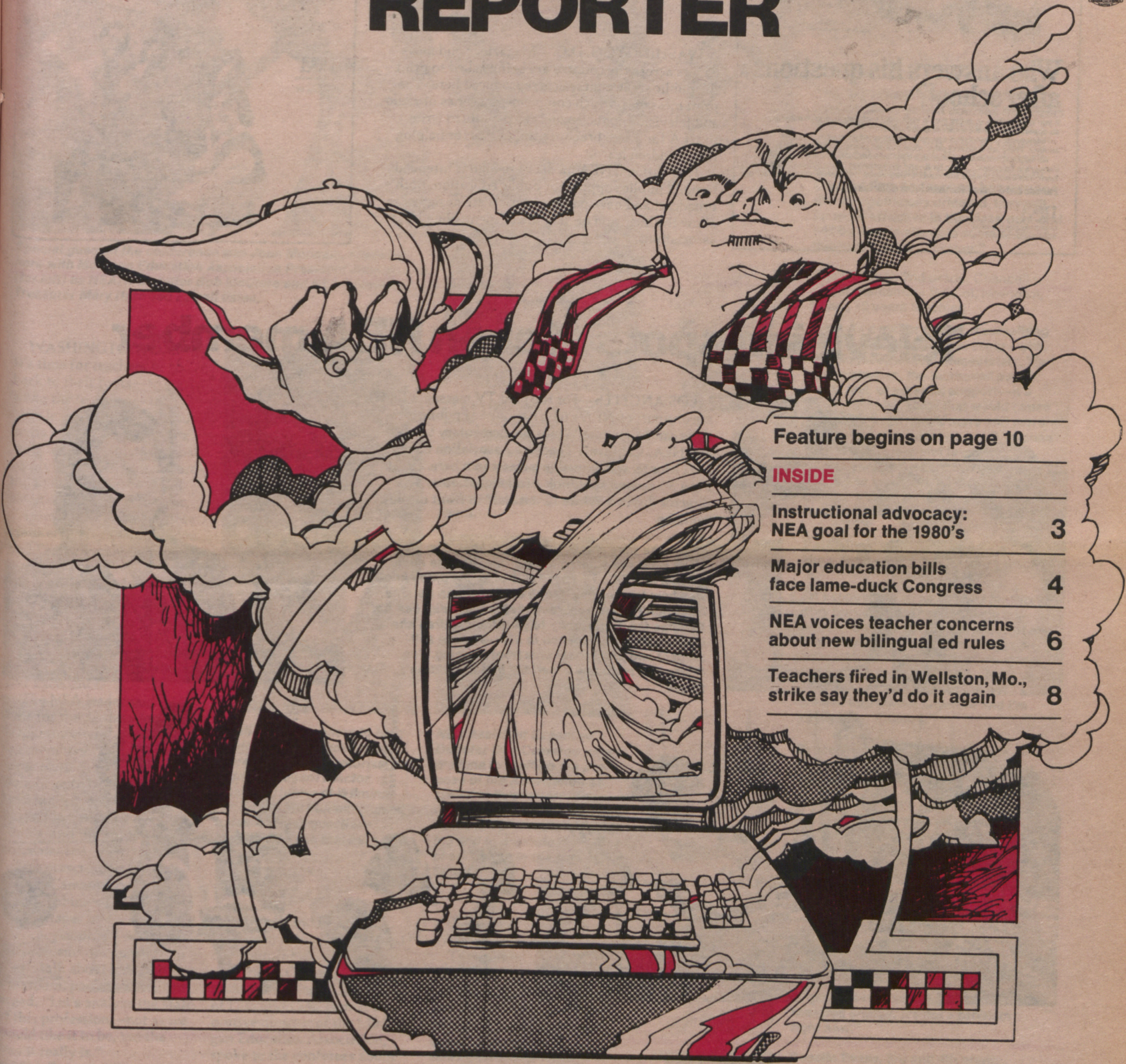

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MICROCOMPUTERS

Passing fad or educational revolution?

Who answers his questions <u>after</u> school?

If you're not taking an active part in your child's education, you're missing an opportunity to make a special contribution.

Helping with homework is one way. Playing word games like Scrabble is another. There are dozens of other ideas that are practical, simple and fun.

We've put these ideas together in a free brochure, "Parents and Teachers: Partners in Education." Write for it—and start enjoying helping your children learn. You'll bring them a little closer to their world…and a little closer to you.

Parents and teachers. Partners in our children's future.

nea
national education association
Washington, D.C. 20036

NEA public service messages stress parent-teacher partnership

WASHINGTON, D.C.—Magazines and newspapers across the country are being asked to print the public service messages reproduced here. The print messages, which complement a series of radio and television spots, encourage parents to write to NEA for a free brochure full of tips for helping their children learn.

This national NEA media campaign is intended to build public support for public education. Both broadcast and newspaper materials are designed to allow the inclusion of "tag lines" identifying local associations.

Which one is the teacher?

They all are. Public education works best when everybody gets involved. There's so much we can teach our children…and so much we can learn from them.

Write for our free brochure, "Parents and Teachers: Partners in Education" for some fun, simple and practical tips on helping your child at home.

Parents and teachers. Partners in our children's future.

nea
national education association
Washington, D.C. 20036

Television spots star an NEA member

LOS ANGELES—For the paid TV messages that are one part of NEA's new nationwide public relations campaign, Sue White, an elementary teacher and NEA/California Teachers Association member in El Monte, was filmed in a classroom here. Creating a 30-second spot took a full eight hours. The director dubbed White "a natural" in front of the cameras.

"From the time she was in high school, Sue White knew what she wanted to do," explains the audio portion of NEA's TV spot. "But what she didn't know was how long or how tough each day can be. She also didn't know how remarkable each day can be. Sue has the opportunity to give the children she works with a real chance in life—and the self-respect and pride that come from learning. Sue White is a teacher—a partner in our children's future."

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Assistant Editor

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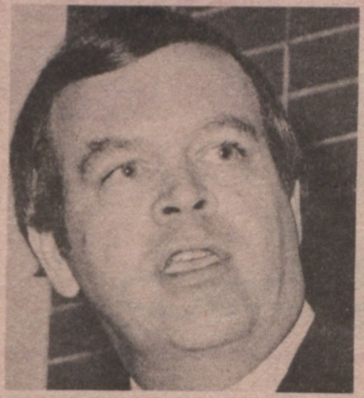
Design by **William J. Kircher & Associates.** Photo credits: page 2 **Norton Pearl;** page 3 **Carolyn Salisbury** and **David Werth;** page 4 **Joe Di Dio;** page 5 **Ray Crowell;** page 6 **John Toon;** page 7 (top) **Joe Di Dio,** (bottom) **ABC-TV;** page 8-9 (center) **Kris Peterson;** page 9 (right) **Bill Ingram;** page 10 **Carolyn Salisbury;** page 11 **Joe Di Dio;** page 13 **Long Photography.**

Contributing writers: pages 4-5 **David Foerster;** page 8 (Mississippi) **Garfield Bright** and **Ned Hopkins;** page 9 (Alabama) **Denise Blackburn;** pages 10-12 **Constance Walker.**

NEA conference spotlights 'instructional advocacy'

Special guest at the conference was Joan Mondale, speaking here with Montana Education Association President John Board (far left) as NEA/IPD staffer Bob McClure and NEA Secretary-Treasurer Mary Hatwood Futrell listen.



NEA Executive Director Terry Herndon tells the conferees that "politics is an IPD issue."

In a session on "school climate," Charleston, S.C., junior high school social studies teacher Maggie Bender describes the way forces in the community and in the schools affect the learning environment.

Challenging teachers to help students view education as more than mere memorization of facts, student reactor Deairich Hunter of Wilmington, Del., says students "need to learn to ask questions . . . and learn to use teachers as resources."

NEA Assistant Executive Director Don Cameron says it's time to reaffirm the purpose of the Association as stated in its charter: "To elevate the character and advance the profession of teaching and to promote the cause of education in the United States."

WASHINGTON, D.C.—It's time for teachers to go back to their roots—to start using the techniques they have learned in the political arena and at the bargaining table to achieve instructional equity and excellence, according to Don Cameron, NEA assistant executive director.

Cameron was the keynote speaker at NEA's Instruction and Professional Development (IPD) National Conference here, which drew more than 300 teachers from around the country. Theme of the early October conference was "Instructional Advocacy in the '80's: Equity and Excellence."

The NEA leader said it is time for the Association to "close the circle" in addressing members' needs. The first three phases in NEA's evolution, he noted, were the professionalism of the first 100 years, the militancy of the 1960's, and the political involvement of the 1970's.

The prescription for the 1980's, Cameron said, should be to combine all of these earlier stages into a single advocacy approach to address the problems of education. "Let's talk about kids, the classroom, performance," he urged. "Let's analyze the state of this profession—not as we would like it to be, but the way it really is."

NEA Executive Director Terry Herndon expressed "profound disagreement with people who disassociate instruction from organizing." He noted that "the way we can truly go about upgrading the quality of instruction in the United States has to do first of all with creating an environment in which teachers are free to do the best job they are capable of doing." Before teachers bargained collectively and became politically active, he said, that environment did not exist.

Herman Coleman, special assistant to the U.S. Secretary of Education and former executive director of the Michigan Education Association, spoke to the conferees about the demanding educational agenda of the 1980's. Sharing the panel with him were Geneva Gay, professor of education at Purdue University; Tito Chavez, a teacher of ninth grade basic skills in Las Vegas, N. Mex.; Maggie Bender, a junior high school social studies teacher in Charleston, S.C.; George Denemark, dean of education at the University of Kentucky; and Deairich Hunter, a 15-year-old student in Wilmington, Del.

Throughout the four days, participants focused on a variety of topics that can affect educational excellence and equity: school climate, curriculum, instruction, school staff, and outside forces.

The conferees devoted considerable time to planning the delivery of IPD services to members in their regions. Regional IPD conferences are scheduled for Denver, Colo., Oct. 31-Nov. 2; Memphis, Tenn., Jan. 9-11; Charleston, W. Va., Jan. 16-18; Seattle, Wash., Jan. 23-25; Cherry Hill, N.J., Mar. 27-29; and Milwaukee, Wisc., Mar. 27-29.

NEA ROVING REPORTER

Teachers attending the national IPD conference and other recent NEA meetings were asked, "Is 'teacher burnout' affecting you?"

Joan Merrill, resource specialist, North High School, Worcester, Mass., 15 years teaching

"No. My school system provides a lot of staff development courses and deals with the issue in a positive manner. I sometimes think any type of burnout is almost a cop-out. Burnout doesn't happen if you start to take control of the situation. As teachers become active and politically oriented, they will be more effective in the classroom and will be able to alleviate some of those things that cause burnout."

Ron McCarty, 2nd grade, Chancellor Street Elementary School, Newtown, Penn., 10 years teaching

"Yes. As a matter of fact, if something came up that I would feel secure with, I would leave almost immediately. The administration, the increased paperwork, lack of parental support—it's those kinds of things that would cause me to get out. There's more and more pressure as the years go on. Discipline seems to get less and less, from administration not enforcing things that should be enforced. As a result, the pressure is on the teacher to try and keep a lid on things."

Pat Collins, science, Garver Junior High, Russellville, Ark., 6 years teaching

"It happens on some days—I feel very, very burned out. Then for some unknown reason I get a resurgence of energy. Sometimes it's self-satisfaction from a kid finally catching on to something we've been working on for a long time. All of a sudden I'm not tired or burned out anymore and I'm ready to go forward."

Bruce Wilson, physical education, Greenway High School, Phoenix, Ariz., 18 years teaching

"No, but I think it's affecting the teachers who fall between the sixth and the fourteenth year because it's not too late for them to change jobs. If they're secure within themselves, have good self-images and feel they can go out and get other jobs, they're doing it."

Jan Mohr, media specialist, Okinawa, Japan, 11 years teaching

"Several times I've felt that. My prescription has been to change schools or grade levels, which gave me some renewed energy. It's not a problem right now."

Rosalie Evans, 3rd and 4th grade, Manor View Elementary School, Annapolis, Md., 9 years teaching

"It's not affecting me, but it is affecting other people. One of the reasons is because teachers feel helpless. Here are all of these things impinging on us—we're being asked to do more and more with less and less. We feel helpless to do anything about it; we feel we cannot control our own destiny. In my case, involvement in the Association helps prevent it. It helps you see that things are being done and helps you feel you can change things."

Congressional

"The nation's schools stand to lose upwards of $744 million in federal aid if Congress does not amend a House bill to restore the states' portion of general revenue sharing," NEA President Willard McGuire (left) tells reporters at a Washington news conference. Waiting to speak are Jerry Wurf (center), president of the American Federation of State, County, and Municipal Employees, and Iowa Governor Bob Ray.

WASHINGTON, D.C.—The 96th Congress recessed October 2 for the national elections, leaving legislation of particular interest to teachers in various stages as summarized below. Congress will return to Washington November 12 for a lame-duck session to take up its unfinished business.

EDUCATION FUNDING

Congress has passed a stop-gap continuing resolution to keep federal dollars flowing to schools through December 15. This action was necessary because of failure to enact a regular appropriation bill prior to the start of the 1981 fiscal year (October 1). Under the continuing resolution, funding will be at the level of current spending or of the House-passed bill for fiscal 1981, whichever is lower. Thus, impact aid payments will be based on an annual total of $790 million, $35 million less than in fiscal 1980—a drop of 5 to 10 percent for the "B" category (payments to districts for children whose parents work but do not live on federal property). ESEA Title I will be reduced slightly, education of the handicapped will remain at the fiscal 1980 level, teacher centers will receive $13 million as they did in 1980, and there will be a slight decrease in funding of college student assistance.

During the lame-duck session NEA will continue pressing for an increase in funding through passage of a regular appropriation.

The continuing resolution contains Senate-passed compromise language that delays adoption of final new bilingual education regulations until June 1, 1981 *(see page 6)*. However, this language does not affect regulations now in force governing bilingual education.

HOME OFFICE DEDUCTION

An amendment to the continuing resolution prohibits the Internal Revenue Service from implementing its proposed regulation that would deny a tax deduction for business-related expenses to individuals who have a legitimate secondary source of income and who set aside a small portion of their home as an office. This congressional freeze on the proposed regulation is effective through December 15.

NEA has submitted comments to IRS on the proposed new reg, declaring that it goes beyond the intent of the Internal Revenue Code. "The statute," NEA said, "does not deny deductions for ordinary and necessary expenses incurred in connection with the conduct of activity which may be characterized as a trade or business." A rule that limits a taxpayer to a single trade or business fundamentally discriminates against persons engaged in seasonal or part-time work, NEA declared, noting that many teachers engage in substantial independent business activities in the summer months, and that some are impelled to do so after school hours to make ends meet.

NEA argued further that the proposed rule would define a "place of business" so narrowly that it would deny deductions to teachers who open their homes for tutoring students, with a portion of their homes devoted exclusively to and used regularly as a place for meeting students.

NEA is also supporting moves in the Senate to hold Finance Committee hearings that could lead to more equitable treatment of home office expenses in the IRS Code.

REVENUE SHARING

A bill (HR 7112) slated for House floor action in the lame-duck session would eliminate the states' portion of general revenue-sharing, extending payments only to local governments. The states' current share is $2.3 billion annually, one-third of which they earmark for education, on the average.

NEA President Willard McGuire was among several national leaders who protested the proposed stripping away of the states' share at a late September Washington news conference called to voice support for a bipartisan amendment that would restore state funding in 1982 and 1983 to the current level. McGuire stressed that without the amendment, school districts will lose millions, with the hardest hit being those in the 12 states that allocate 100 percent of their general revenue share to elementary and secondary education.

SOCIAL SECURITY

NEA scored an important victory in September with final passage of a bill to correct inequities in the application of the 1977 changes in the Social Security retirement earnings test. Among other provisions, the new measure protects teachers from losing Social Security benefits if they filed either for Medicare or for nonservice (e.g., summer-month) benefits prior to actual retirement. The bill will refund up to six months of lost benefits to some 250,000 retired Americans, including many teachers.

Still awaiting action is a bill to repeal the government pension offset, which denies spousal benefits to teachers and other public employees who retire without Social Security coverage of their own. The House Social Security Subcommittee has held hearings, with action expected early next year.

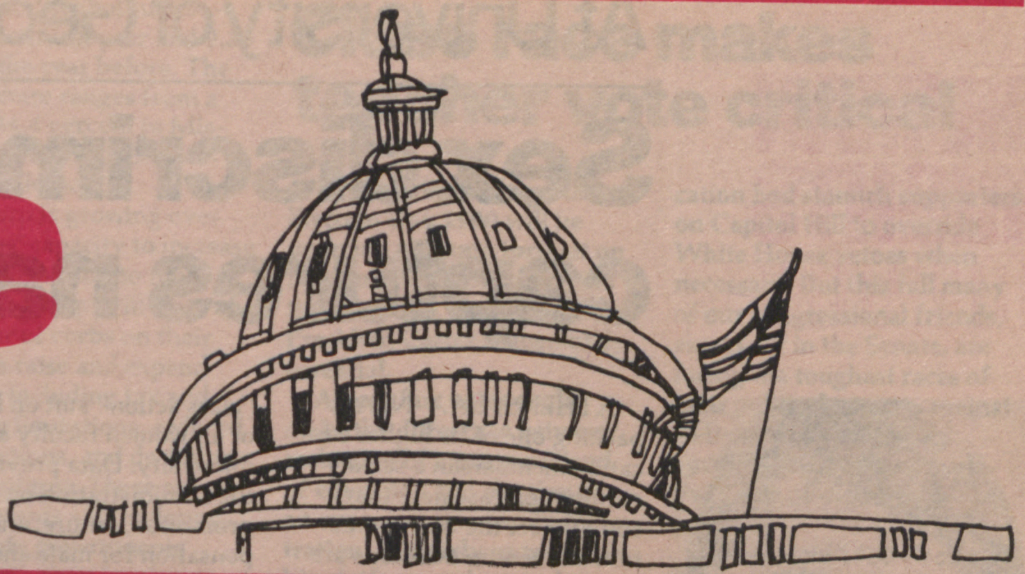
YOUTH EMPLOYMENT

The Administration's bill to provide massive aid to elementary and secondary schools for programs to curb youth unemployment has passed the House and is awaiting floor action in the Senate. This major NEA-backed bill has been months in development; upon enactment it will authorize basic grants for use by schools in improving reading, writing, and computational skills. It will consolidate existing youth employment programs under CETA, providing work experience, counseling, and other job-related services for young people. President Carter has requested $1.1 billion in supplemental funding for fiscal 1981 to get the program started.

HEALTH SERVICES

The Administration's Child Health Assurance Program (CHAP) is still awaiting action by the Senate. The basic intent of the bill, which NEA supports, is to extend and expand the early screening and diagnostic program for disadvantaged children. The

Update



Looking on with approval as President Carter signs into law a massive piece of NEA-backed legislation reauthorizing all forms of federal aid to higher education are (front row, from left) Sen. Jennings Randolph (D-W.Va.), Rep. William Ford (D-Mich.), Secretary of Education Shirley Hufstedler, Sen. Claiborne Pell (D-R.I.), Rep. Joseph Fisher (D-Va.), and Dr. Richard Ernst, president of Northern Virginia Community College, where the signing took place.

House-passed bill extends Medicaid coverage to eligible children under 18 and to pregnant women, and has strict anti-abortion amendments. The Senate bill, as reported out of committee, would cover children only to the age of 6 and would not include pregnant women.

HIGHER EDUCATION

The major federal higher education programs have been reauthorized for five years in a bill adopted September 25 and signed into law by President Carter on October 3. The omnibus measure extends the federally funded teacher center program; increases interest rates for guaranteed student loans to 9 percent, from 7 percent in previous law; increases limits on direct grants to college students to $2,600 a year, or 70 percent of their education costs, by 1985; provides for a study of Native Hawaiian education needs; extends the impact aid program to schools experiencing a large influx of refugees; and extends the Impact Aid Study Commission for one year to provide time for completion of a comprehensive report and recommendations on the program.

REFUGEE EDUCATION

Congress has cleared for the White House a three-year program of aid for school districts enrolling Cuban, Haitian, and Indochinese pupils. The measure provides $750 per child the first year, $500 the second year, and $350 the third. To qualify for aid, a district must have enrolled at least 500 refugee children or have at least 5 percent of its total enrollment from the refugee community.

UNEMPLOYMENT COMPENSATION

Congress is expected to complete action during the lame-duck session on a bill to extend unemployment compensation benefits from the present maximum of 39 weeks to 49 weeks. The additional weeks would be paid for by a subsidy from general federal revenues, and there would be no additional eligibility requirements. The extended benefits program, which NEA supports, would be triggered when the national insured unemployment rate exceeds 4.5 percent and the state unemployment rate exceeds 5 percent.

PUBLIC PENSIONS

The House Education and Labor Committee has started hearings on a public pension bill to protect employee interests, similar to current law on private pensions. NEA supports the concept of the measure, but in testimony on September 30 asked the Committee to provide for early vesting (guaranteed benefit rights) for public employees, and portability of benefits for teachers who move from one state to another during their working careers. No further action is expected during the 96th Congress, but NEA has developed considerable support for continued efforts to enact the legislation next year.

DOMESTIC VIOLENCE

During the lame-duck session the Senate is expected to take final action on the NEA-backed Domestic Violence and Services Act, which would provide funds to start up and expand local emergency shelter programs and help state and local governments develop projects to prevent domestic violence and assist victims. The conference agreement on the bill authorizes $65 million over a three-year period, and the Administration has requested $10 million for start-up money in fiscal 1981.

ASBESTOS IN SCHOOLS

The Environmental Protection Agency (EPA) has proposed new regulations that would require all elementary and secondary schools to be checked for friable asbestos-containing materials. Inhaled asbestos has been linked to lung and other cancers; a "friable" material is one that can be crumbled by hand pressure.

EPA estimates that only about half of the nation's school buildings have been checked so far. The proposed regs would require school officials to visually inspect buildings, collect samples of potentially hazardous friable materials for laboratory analysis, record the location of all such materials, instruct school employees on how to reduce exposure, and inform the local parent-teacher association of the inspection results.

The federal government may eventually pick up some of the cost of all this. On the same day the EPA regs were issued, the Education Department published its own set of rules for implementing a proposed program of federal grants and interest-free loans for up to 50 percent of the expense of detecting and removing or containing hazardous asbestos. This program was authorized in the Asbestos School Hazard Detection and Control Act of 1980, but so far Congress has made no provision for funding it.

At University of Georgia

Sex discrimination suit captures national attention

In NEA-backed class action suit, Maija Blaubergs charges University of Georgia with illegal discrimination against female faculty.

ATHENS, GA.—NEA is backing one of its higher education members in a sex discrimination case here that could affect the way promotion and tenure decisions are made in colleges and universities across the country.

Maija Blaubergs, an assistant professor at the University of Georgia, filed suit charging illegal sex discrimination when a nine-member panel of faculty in her educational psychology department voted six-to-three to deny her tenure. The panel claimed she had not produced enough high-quality research; Blaubergs, who has won national recognition for her research on sex role stereotyping, says the real reasons were her gender and her activities as administrator of the campus women's studies program.

Her lawsuit, which also charges sex discrimination on two earlier occasions when she was denied promotions, has now been amended to a "class action" suit on behalf of all women faculty at the university. Data provided by the administration on rates of promotion, tenure, and compensation for male and female faculty, as well as statistics obtained from a two-year investigation of the university by the U.S. Department of Labor, suggest a campuswide pattern of sex discrimination.

Blaubergs is one of the wave of women around the nation who won faculty positions after Title VII of the 1964 Civil Rights Act was extended in 1972 to prohibit colleges and universities from discriminating in employment on the basis of sex, race, or religion. Many of these junior faculty members are now coming up for promotion and tenure—administrative decisions heavily influenced by the recommendations of senior faculty committees that still tend to be all-male.

Blaubergs' case, financed by the NEA DuShane Fund, aroused considerable press attention after her attorney filed a routine motion requesting a pretrial discovery proceeding—an opportunity to question under oath those members of the faculty committee thought to have voted to deny Blaubergs tenure for impermissible reasons. When two professors refused, Blaubergs' attorney filed motions asking Federal District Judge Wilbur Owens to impel the answering of the questions. This he did, and one of the professors complied, but James A. Dinnan, a professor of adult education and reading, refused to answer his subpoena, claiming his vote was a confidential matter protected by university policy and by the Constitution.

Judge Owens fined Dinnan and eventually cited him for contempt of court, sentencing him to 30 days in a minimum-security prison. Pictures of the professor in his academic robes surrendering to a federal marshal found their way into the media, where Dinnan became something of a *cause celebre* for his dramatic stance on behalf of "academic freedom."

Points out NEA Deputy General Counsel David Rubin, "To permit Dinnan to use 'academic freedom' as a shield in this case would be to gut the provisions of Title VII as they relate to employment discrimination in academia. Academic freedom is the traditional privilege that protects free speech in and out of school; it is not a license to discriminate without accountability. Dinnan is asking the court, in effect, to create a special privilege that would enable university administrators to withhold from judicial scrutiny the basis for adverse personnel decisions that are challenged in court."

While waiting for her case to come to trial, Blaubergs, 33, has enrolled at the university's law school.

NEA voices teacher concerns

Bilingual education rules under fire

NEW YORK CITY—Congress has moved to delay the Education Department's release of final regulations on bilingual education. A compromise provision in the continuing funding resolution (*see page 4*) forbids the issuing of final regulations before next June 1.

In the interim, the Department will be considering the reactions of NEA, its affiliates, and many others in the education and political communities to the regulations proposed in August, which have stirred up a storm of controversy.

The proposed regs seek to clarify federal policy under the Supreme Court's 1974 *Lau* ruling. This landmark decision held that denying students educational opportunity because of language barriers constitutes discrimination on the basis of national origin, which is illegal under Title VI of the Civil Rights Act of 1964. As written, the regs would require schools to teach academic subjects in the native language of students who speak little or no English, during the time they are learning English.

Schools with 25 or more non-English-proficient students with the same native language within two grade levels would be required to provide their own bilingual program, the proposed rules say, while schools with fewer than 25 could satisfy the law through other means, including teaching "English as a Second Language" classes, creating a "magnet" school to draw bilingual students from a wide area, using language tapes, or providing for one bilingual teacher to serve several schools.

In testimony at a regional hearing here in September, NEA Instruction and Professional Development Director Sharon Robinson raised several areas of concern. "We submit," she said, "that guarantees must be established whereby parents and classroom teachers are involved in appropriate aspects of compliance. Individual children's needs should guide decision making. Adequate staffing must prevail, and the resources for training staff must be available. . . . The federal government has major responsibility for providing and creating the means to accomplish the goal of equal access to quality education for all. The integrity of our system of justice hinges on this basic civil rights issue.

"Rules simply will not—indeed cannot—be implemented without the required resources," Robinson added, citing experience with the Education for All Handicapped Children Act (PL 94-142), where efforts to carry out a well intended law have been hampered by insufficient funding.

Drawing on another lesson learned from the handicapped law, Robinson stressed the importance of teacher input in the initial assessment and placement of non-English-proficient students.

Among NEA's other concerns:

- That provisions be made to assure that certified teachers are available and present at all times to train the new bilingual aides or volunteers who will be needed to carry out the programs—to assure the use of appropriate teaching methods.
- That resources be made available to train monolingual teachers in how to use most effectively the skills of their bilingual support staffs. Robinson noted that employing more licensed bilingual teachers, rather than helping experienced monolingual teachers manage bilingual aides and volunteers, is a short-sighted approach, as the student language mix in a given school district can change over time.
- That the five-year limit on individual participation in a native-language program is too rigid. The enormous heterogeneity among students warrants caution in establishing such an absolute time frame, Robinson told the panel.

While expressing teacher objections to these specific aspects of the regs, Robinson reiterated NEA's long-time commitment to and support for the basic concepts of bilingual and multicultural education.

Who are the students?

Federally supported bilingual instruction is currently easing the transition to English for some 300,000 students with other language backgrounds. They include children born in the United States, recent Asian and other refugees, and immigrants from around the globe.

The largest group (about 60 percent) of America's language-minority students speak Spanish, followed by French, Italian, Chinese, German, Filipino, Greek, and Portuguese.

The school finance pie: states' share is growing

WASHINGTON, D.C.—State governments are gradually assuming a larger role in public school funding, NEA Research reports. The question now becomes, can states afford this new responsibility?

Of the nearly $94 billion in public school revenue receipts in 1979-80, state governments contributed $45 billion, or 48.14 percent—up from 47.07 percent the year before. Local governments provided nearly $40 billion, or an average of 42.54 percent, down from 43.60 percent in 1978-79.

States with the largest share of school funding coming from the state level are Hawaii (80.4 percent), Kentucky (71.0 percent), Washington (70.8 percent), Alaska (70.2 percent), and California (67.0 percent). Those with the biggest share coming from the local level are New Hampshire (84.4 percent), Nebraska (76.3 percent), South Dakota (67.3 percent), Vermont (66.2 percent), and Wyoming (65.1 percent).

The federal government continues to contribute an average of less than 10 percent of total school funds—9.32 percent last year and 9.35 percent the year before. The federal share ranges from a high of 24.4 percent in Mississippi to a low of 3.7 percent in Colorado.

Concern is growing over the states' capacity to increase their contribution to the school finance pie, in view of a number of curbs on their ability to raise and expend revenue, including tax and spending limitations, reduced tax collections, and declining state surpluses. These recent developments are rendering many state governments (along with their local counterparts) incapable of providing a bigger share of school funds and may force a re-examination of the size of the federal contribution.

Close race makes teacher vote critical

By the time you read this, Election Day 1980 will be upon us. A strong turnout on November 4 by teachers and their families in support of President Carter is absolutely essential.

A very few votes could make the difference between reelection of a proven friend of education and election of an opponent whose administration, as clearly promised in his platform and campaign, would force the public education community back into the defensive posture of the Nixon-Ford era.

In those years, at least, education had staunch supporters on Capitol Hill to override White House vetoes when necessary. But this fall many of our congressional friends, especially in the Senate, are facing the toughest races of their political careers, against well-funded challengers openly hostile to the legislative goals of organized teachers.

A complete 1980 election wrap-up, analyzing what the results may mean for NEA members in the next four years, will appear in the December *NEA Reporter*.

American Education Week November 16-22, 1980

"Education in the 80's—Preparation for the Future"

NEA offensive on apartheid widens

WASHINGTON, D.C.—As recommended by the NEA Committee on International Relations and the Board of Directors, NEA leaders and staff are taking steps to help eliminate the inhumane and unjust system of apartheid—racial discrimination practiced as official government policy in South Africa.

NEA President Willard McGuire is now sending letters to the presidents of all major U.S. companies with subsidiaries in South Africa asking their degree of compliance with the Sullivan Code. The Code's six operating principles range from desegregating all eating, comfort, and work facilities maintained in South Africa to increasing the number of nonwhites in management and supervisory positions there.

NEA has also requested its state affiliates to discourage those in charge of teacher retirement funds from investing in companies that help maintain apartheid, and to refrain from placing association funds in banks or financial institutions that participate in loans to South Africa or that underwrite South African bonds.

An NEA search is under way for guidelines to help teachers select textbooks that accurately present apartheid and other forms of discrimination. One of the best new teaching resources is an information-packed poster specifically prepared by the United Nations to help teachers and students in classroom discussions of apartheid. It is available free, while supplies last, from Education Information Programmes, Department of Public Information, United Nations, New York 10017.

NEA recommends...

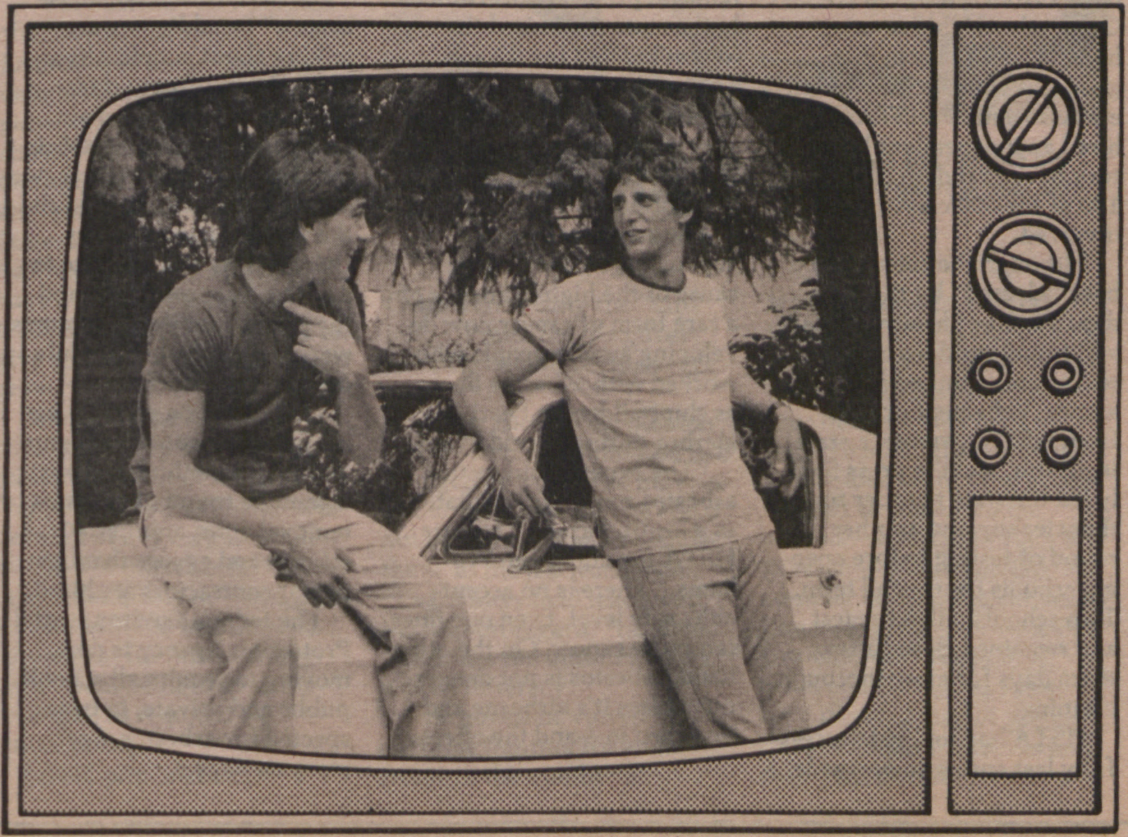
Teachers, students, and their families should enjoy watching the following NEA-recommended television events in the weeks ahead (*check local listings for exact broadcast dates and times in your area*):

What Parents and Teachers Need To Know About Drugs—*ABC, Monday-Friday, November 10-14, during "Good Morning America" (7-9 a.m. EST).* A five-part series on drug abuse among American youth.

Stoned—*ABC, Wednesday, November 12, 4:30 p.m. EST.* This "Afterschool Special" dramatizes the problems one teenager faces as he tries to gain the acceptance of his peers by experimenting with marijuana. Starring Scott Baio (*photo, left*).

Little Lord Fauntleroy—*CBS, an evening in late November or early December.* This portrayal of the classic Frances Hodgson Burnett novel features 10-year-old Ricky Schroder in the title role and Alec Guinness as the boy's grandfather.

A Tale of Two Cities—*CBS, an evening in mid-December.* This new adaptation of the Charles Dickens novel is part of the cooperative CBS Television–Library of Congress "Read More About It" series, designed to encourage an interest in books among TV viewers of all ages.



NEA AFFILIAT

MISSISSIPPI: MAE launches new push for fair dismissals

JACKSON—Strengthening the fair dismissal law for teachers will be the top priority of the Mississippi Association of Educators (MAE/NEA) for this legislative year.

The MAE successfully lobbied for the 1974 law which protected educators from being fired over politics, personality conflicts, or other reasons not related to job performance. But in 1977 the legislature amended the law and put the entire burden of proof on the teacher in cases where there were differences of opinion.

Association leaders say the amendment so weakened the law that school boards were given carte blanche to dismiss teachers with no reason, as long as they follow correct procedures—and even procedural errors are usually forgiven. "Teachers can now be fired for how they wear their hair, or even for asking for leave of absence," MAE President Jerry Brumfield explains. "That's not fair to teachers, nor good for school boards, children, or education."

Brumfield, the first full-time MAE president, says the association will mount a major effort to convince the 1981 state legislature of the need for fair and equitable termination procedures for all education professionals.

Formed from the merger of black and white educators' groups only four years ago, the MAE has become recognized as a major political and lobbying force in the state. Governor William Winter, who was elected in 1978 with teachers' help, and many lawmakers have testified to the association's lobbying clout.

An important factor, according to state Rep. Clarence Pierce, is grassroots support for MAE's legislative goals. Association members, he says, "use the telephone . . . go through friends of friends . . . call you or come to your house on weekends" to discuss their issues. Last year the Capitol Press Corps here voted MAE the best lobby in Mississippi.

"Mississippi teachers are on the move," says Brumfield, "and our 1981 legislative package will be the strongest we've ever put together."

HAWAII: Asbestos bungle delays school openings; HSTA demands safety

HONOLULU—Concerned that careless removal of asbestos from ceilings in 20 Oahu schools this summer had done more harm than good, the Hawaii State Teachers Association (HSTA/NEA) hired an independent laboratory to run random checks on 100 of the 600 classrooms involved.

Although the rooms had been "cleared" by the state department of health, the lab still found residues of asbestos, a cancer-linked substance. Vehement protest from HSTA, parents, a state legislator, and the press finally led the state to order further cleanup and another round of testing before opening schools for the fall term. Two schools failed the test and remained closed a few extra days for more thorough cleaning.

HSTA had lobbied successfully last spring to persuade the legislature to provide $4.5 million to finance the asbestos removal project. Unfortunately the state then hired the lowest bidders for the job, none of whom had any experience with this kind of work—or, apparently, with even the most rudimentary safety precautions.

The asbestos issue is a supercharged one here because of the high incidence of a rare form of cancer now developing among people who worked with asbestos fibers as shipbuilders at Pearl Harbor during World War II.

"The experts told us that asbestos ranks with radiation as a health hazard," reports HSTA President Jim Williams. "There is no acceptable, safe level. Even one fiber can cause cancer. On the other hand, asbestos is not dangerous unless it's airborne and breathed in—and the effects don't show up until 20 years later.

"When we talk about asbestos," he adds, "we are talking about people's lives. When HSTA found classrooms that had passed air tests but had asbestos debris clearly visible on surfaces, we knew we had to act. We felt the $3,000 the laboratory charged was a small price to pay to assure ourselves and the public that the classrooms were truly safe for the children and the teachers."

HSTA will be seeking legislation that would both stipulate safer methods for next summer's round of asbestos removal from another 40 schools and ensure that competent contractors are hired.

The federal Environmental Protection Agency is now moving to require all schools, public and private, to be inspected for asbestos. *See story on page 5.*

Nation's longest current teac

MISSOURI: Walkout prot in scandal-ridden school

WELLSTON—Teachers here have put their careers on the line to fight for quality education for the 1,300 students in this St. Louis County district. The NEA-affiliated Wellston Community Teachers Association has been on strike since last May 20 over deplorable working and learning conditions and a host of other issues.

Sixty of Wellston's 68 teachers walked out when years of frustration and resentment at the school board's total lack of responsiveness to teacher and student concerns finally reached the boiling point. Nor are teachers the only ones protesting Wellston's school policies.

A state performance audit, released in 1977, cited 17 areas where the district needed improvement or was in apparent violation of state laws. For three years school officials ignored the state's recommendations for changes in almost every aspect of the educational program, so in May of this year the state board of education stripped Wellston of its "A" rating ("AAA" is the highest) and made it an unaccredited district. Also this spring, a grand jury indicted four current and two former school board members for alleged illegal action connected with the district's spending of tax funds.

'Making do with nothing'

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Nation's longest current teac strike

MISSOURI: Walkout prot conditions in scandal-ridden schoo trict

WELLSTON—Teachers here have put their careers on the line to fight for quality education for the 1,300 students in this St. Louis County district. The NEA-affiliated Wellston Community Teachers Association has been on strike since last May 20 over deplorable working and learning conditions and a host of other issues.

Sixty of Wellston's 68 teachers walked out when years of frustration and resentment at the school board's total lack of responsiveness to teacher and student concerns finally reached the boiling point. Nor are teachers the only ones protesting Wellston's school policies.

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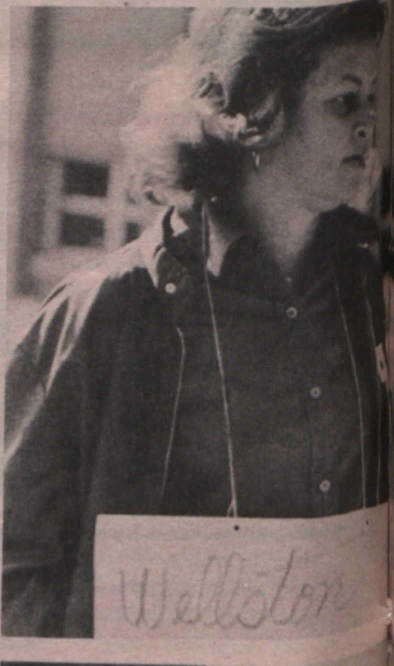
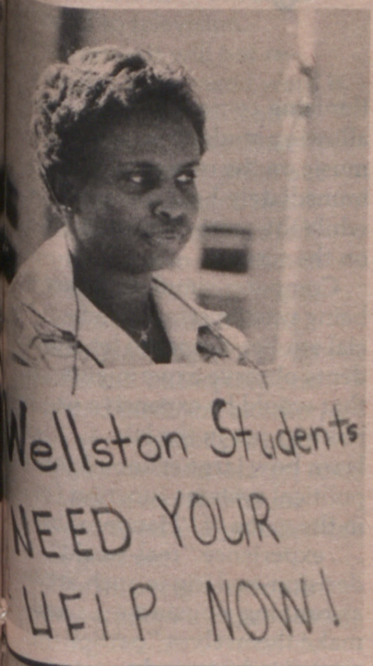
Other complaints came out at the hearings. For one, the district refused to hire substitute teachers when regular teachers were out; instead, the absent teachers' students were divided among several other classes. A first grade teacher, for example, might get students from fifth and eighth grade classrooms if those teachers were ill.

Wellston has no junior high or middle school. Seventh and eighth grades are taught in self-contained classrooms in the elementary schools.





Protesting Wellston school board's total lack of response to student and teacher needs are (top, from left) teachers Justine Paige and Frances Jones; (center, from left) parent Beulah Smothers, teachers Reginald Taylor and Doreen Sykes; and (lower left) Wellston Community Teachers Association President Keith Wilson.

Buildings crumbling

The dangerously substandard condition of Wellston's four school buildings is another issue in the strike. Wiring is exposed, loose plaster hangs from the ceiling, and there are problems with the heating and plumbing systems. Last winter the inside temperature often stayed at 55 degrees, forcing students to wear hats, coats, and gloves in class.

"I feel we should have gone out before now," says Ethel Fort, an 11-year veteran, but teachers feared reprisals for speaking out against the administration. Too often they had seen their colleagues harassed, laid off, treated unfairly, and threatened anonymously if they dared buck the system.

Teachers finally decided to go public with their concerns to try to draw attention to the situation. As elementary teacher Ruby Walker puts it, "I just got tired of seeing children suffering while funds were not being used for quality education."

Tax base not the problem

Ironically, although Wellston is a blighted area, the school district is not a poor one. The large number of industries located here provide a healthy tax base, even though most of their employees live elsewhere. In fact, Wellston's per-pupil budget is higher than in some of St. Louis County's most respected school districts. And that makes the situation even more deplorable in the eyes of the teachers. "When the district is spending over $1,900 per student each year," says Reginald Taylor, "I don't understand why we can't have adequate supplies."

The money clearly is not going into teacher salaries either. Wellston teachers are among the most poorly paid

See WELLSTON, page 13

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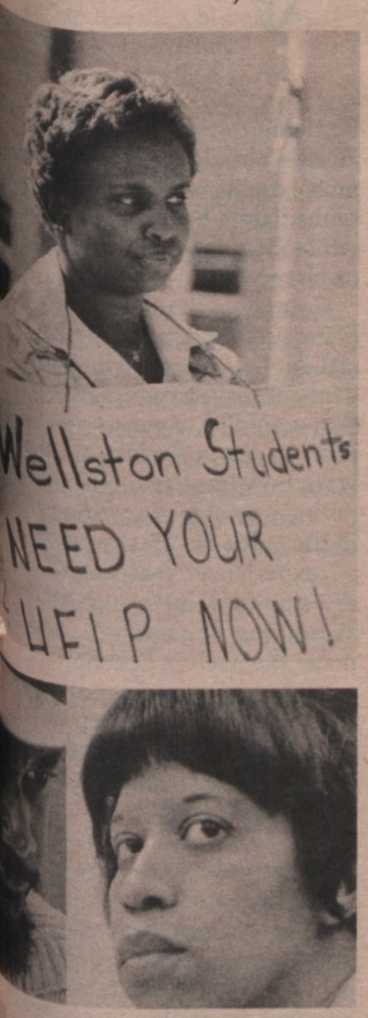

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See WELLSTON, page 13

ALABAMA: Governor spends two days teaching third grade

BIRMINGHAM—If experience is the best teacher, Alabama Governor Fob James should now have a greater appreciation for the problems and potential of the public schools. At the invitation of the Alabama Education Association (AEA/NEA), he spent two days in early September as a third grade teacher at Curry Elementary School here.

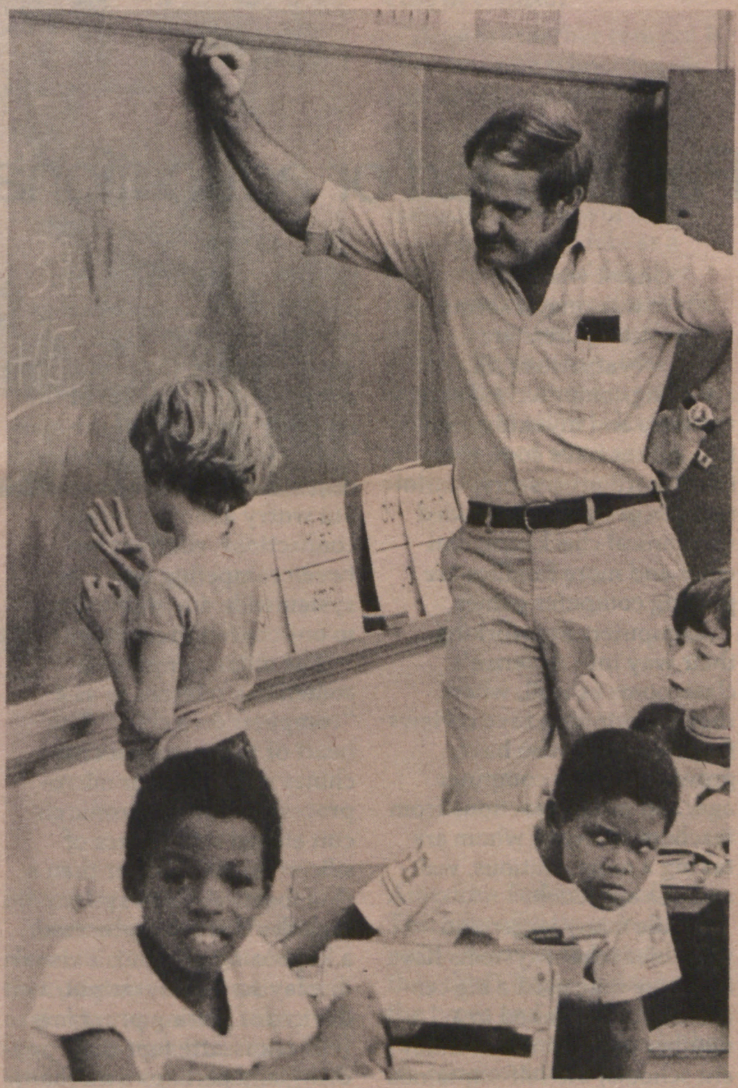
In order to qualify for teacher liability insurance, James joined AEA for the two days, paying prorated membership dues of $1.00.

The governor, who had full responsibility for a class of 25 students, taught three math groups, three reading groups, spelling, physical education, music, speech arts, and handwriting. He also carried out all the other duties required of an elementary teacher—planning lessons, marking papers, recording grades, collecting lunch money, attending faculty meetings, and performing bus, hall, and cafeteria duty.

"I'm bushed," he admitted afterwards, but added, "I have just finished one of the most delightful and enriching experiences of my life." Dampshirted from his short-lived teaching career in a hot, non-air-conditioned classroom, James summed up what he had learned: "We've got to have a reasonable pupil-teacher ratio, and we've got to give teachers support in discipline."

The governor found he had trouble keeping students' attention and had to resort to "tapping" a few of them. "We definitely need corporal punishment in the schools," he said, adding that he thought students should be punished on the spot for misbehaving rather than being sent to the principal, as required by school policy.

School principal Larry Contri, criticizing the "tapping," evaluated the governor's classroom performance as only "fair."

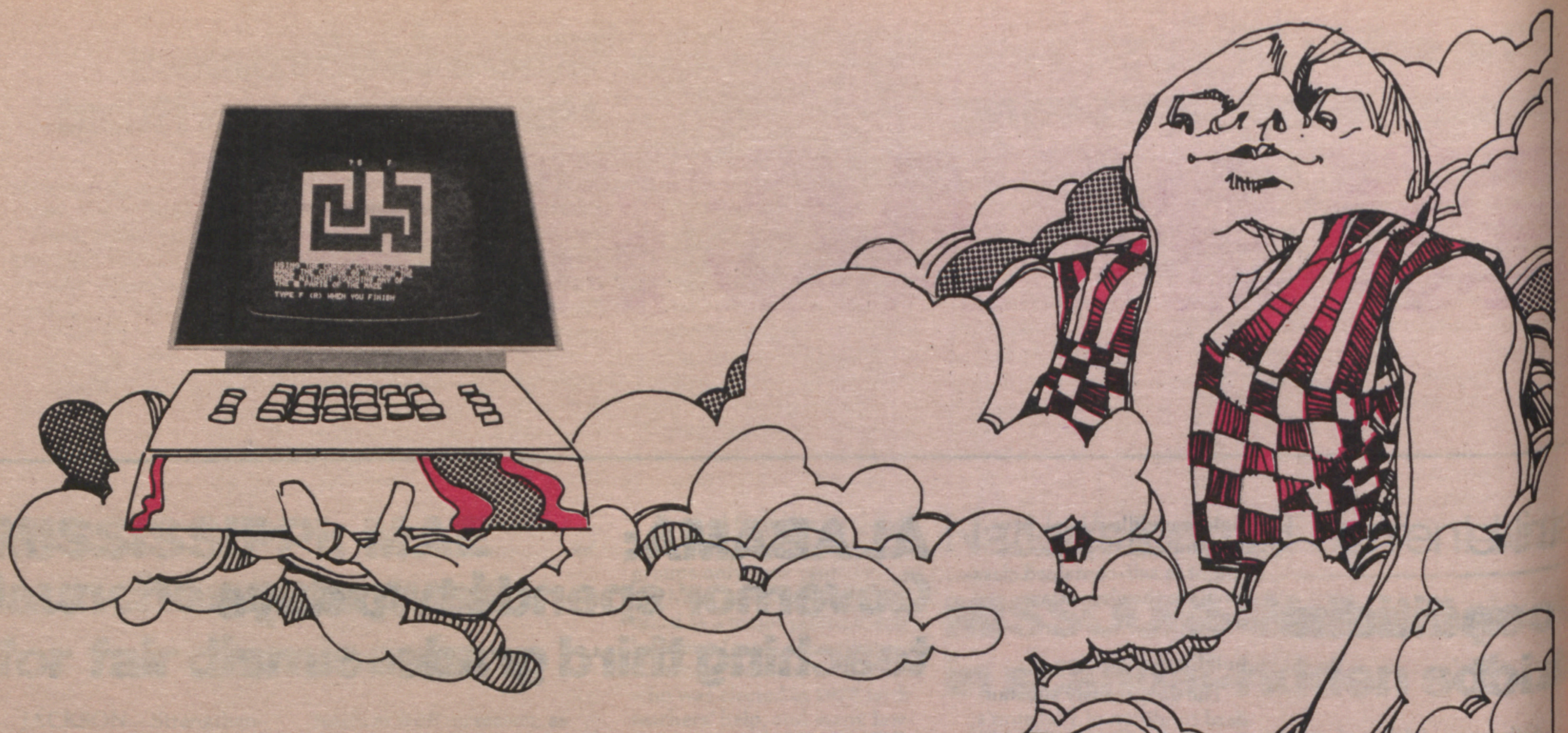


At AEA's invitation, Alabama Gov. Fob James exchanges his plush offices for a third grade classroom and gains a new first-hand awareness of teacher problems.

When asked if his opinion of the teaching profession had changed as a result of his two-day stint, James said he could not become any more sympathetic to the job teachers do. "I've always held teachers in the highest regard," he added. "They are the infantry in the war on illiteracy."

The governor vowed to continue fighting for an increase in the number of teachers hired in the state, thereby reducing student-teacher ratios, and for the legal and administrative support that teachers need in order to maintain discipline.

The idea of inviting public officials to come into the schools—not just to visit, but to teach—was suggested this summer at the NEA convention by Florida Governor Bob Graham, who periodically takes on other occupations for a day as a way of getting closer to his constituents and their problems.



MICROCOMPUTERS

Passing fad or educational revolution?

Almost without warning, it seems, computers are everywhere. Stores are using computerized cash registers and inventory control, offices have computerized "word processors," automobiles get computer-aided mechanical check-ups, and more and more families are playing computer games.

Computers are working their way into America's classrooms as well, where they are winning rave reviews from students who have grown up in the computer age, and mixed reactions from teachers, many of whom are taking a more cautious, wait-and-see approach.

While many larger and wealthier school systems have for some time used a big central computer linked to a number of terminals in different schools, the self-contained "microcomputers" which exploded onto the scene in the late 1970's are bringing computers within the price range of many more districts. These portable, table-top computers duplicate, at a fraction of the cost, the functions of the massive "time-sharing" hardware of just a few years ago—without worry about telephone connections, conflicts between competing users, or systemwide downtime due to one central breakdown.

The microcomputer is sometimes referred to as a "computer on a chip." The heart of these compact machines is the chip, or microprocessor—an electronic circuit etched into a piece of silicon crystal smaller than a thumbnail. A basic system includes this microprocessor, a keyboard for input, a visual display screen for output, a device for storing programs (either cassette tape or floppy disk), and perhaps a mechanical printer for providing output in hard-copy form. Price for a microcomputer system can range from $600 to $2,000 and up, depending on the degree of sophistication and the number of audio, graphic, and other devices added.

At open hearing during recent NEA instruction conference, teachers (from left) Frankie Middleton of St. Helena Island, S.C., Bill Maggard, Jr., of Louisville, Ky., and Nancy Jewell of Enid, Okla., address the impact—good and bad—of microcomputer technology on the teaching profession.

What can they do?

One major use of microcomputers in the public schools, of course, is for studying the computer itself—in computer programming or computer literacy courses. But how can computers be used by teachers of *other* subjects, and is such use desirable?

To look at the positive side first, microcomputers can be used in several different educational "modes":

- *Drill and practice*—like an "electronic workbook," reinforcing concepts previously taught.
- *Tutoring*—systematically presenting new information to the student with "branching" options depending on his or her responses.
- *Simulations and games*—the student is presented with alternatives and must manipulate certain variables to produce a desired outcome.
- *Information retrieval*—the student asks the computer for stored data.
- *Problem solving*—the student uses the computer as a powerful calculator.

In both drill-and-practice and tutorial applications, the microcomputer also lets the teacher monitor student progress. Printouts alert the teacher to skill areas where a student needs help. This monitoring of student work is one example of what is called "computer-managed" instruction—letting a computer take over "the nonteaching part of teaching," as Opelika, Ala., teacher David Crouse puts it.

Crouse, a high school economics teacher and somewhat of a crusader for microcomputers, says he gains at least 200 hours each year by letting his personal computer score tests, keep attendance records, and do other paperwork "faster and more accurately than I can." He has programmed his computer to "red flag" any student who falls below a certain grade average. The computer also lets him know when half or more of his students miss a particular test question.

Crouse doesn't believe "computer-assisted instruction," in which students sit in front of a console and interact directly with the computer, is a good use of student or computer time—but many other NEA members do. In addition to teaching basic arithmetic skills, mathematics teachers say, using a microcomputer can teach students to predict, to estimate, to judge the reasonableness of an answer, and to work with graphs and charts. Math teachers also report using the computer to generate practice problems, exercises, and quizzes—an otherwise time-consuming job.

In English and language arts, computer games such as "Speak & Spell" and "Hangman" are being used to teach reading, grammar, spelling, and vocabulary. In music, electronic wizardry is revolutionizing composition classes, allowing students to write music on the computer and immediately hear it played, while the score is printed out on the screen.

Computer simulations are being used in science and social studies classes to let students observe experiments that would be expensive or risky to run in the lab . . . learn how large economic or political systems function (as in the game of "Hammurabi") . . . experience "real-world" decision-making in such areas as running a business . . . and make themselves "participants" in historical events. One computer game popular with history classes simulates the westward movement over the Oregon Trail.

A boon for handicapped students

Microcomputers are also opening new pathways to education for students with learning disabilities or physical handicaps. The computer can offer the constant patience, reinforcement, and stimulation that learning-disabled students need. Because communicating with a computer does not require the ability to hear, microcomputers can be helpful to deaf students; they can also be adapted to read books aloud to blind students or students with reading prob-

lems. And microcomputers can tap the intellects of students severely handicapped by cerebral palsy, translating their motor signals into electronic signals that permit communication.

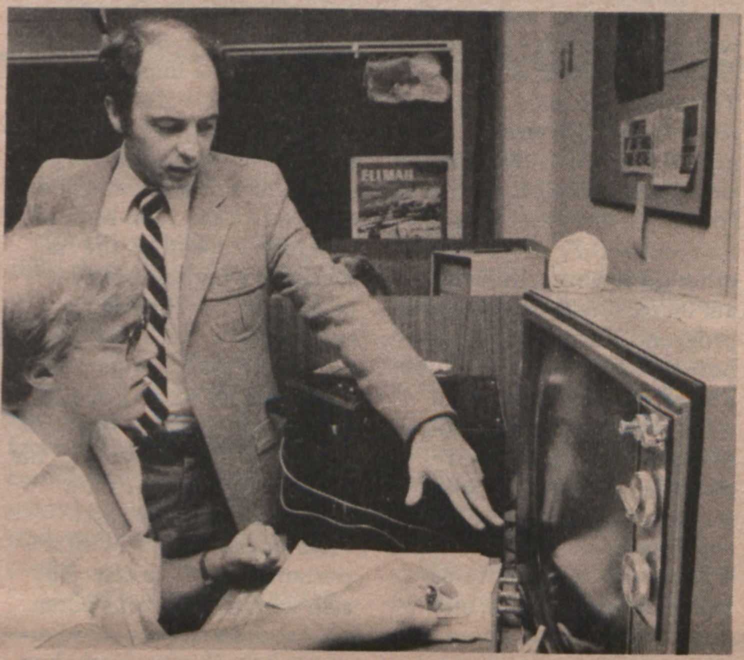
A few more of the "pluses" cited by those who say microcomputers are definitely the educational wave of the future:

- The computer can offer everything from remedial work in basic skills to advanced work for the gifted. It can also provide a convenient way to teach transfer students material they have missed.
- Computer games—in which students compete with each other or with the computer—are exciting, intellectually challenging, and *fun*. In fact, most teachers who have microcomputers in their classrooms report having to pry students loose at the end of the class period and chase a few so-called "terminal rats" out after school lest they spend all night.
- Computer games develop strategic thinking skills, a sense of logic, and an appreciation for alternatives rather than "the one right answer."
- Sitting down at a microcomputer can be a real motivational breakthrough for students otherwise "turned off" to learning but accustomed to television.
- Because it will not respond if a command word is misspelled, the microcomputer can improve students' spelling. (Critics point out that the computer's nonrecognition of misspelled words can also slow down the teaching of a concept.)
- Unlike a human being, whose teaching of a given lesson can be inspired one day and mediocre another, a unit of computer programming never deteriorates; once created, it can also be improved upon and polished as time goes on.
- The microcomputer promotes student independence, cutting down on "what-do-I-do-now?" questions.

On the other hand . . .

Not all teachers are ready to embrace yet one more piece of classroom machinery. Nancy Jewell, an English teacher at Waller Junior High in Enid, Okla., and a member of NEA's Instruction and Professional Development Committee, voices the gut feelings of many teachers who view the computer as an unknown and a threat—to their jobs, to their classroom authority ("what if it knows more than I do?"), and possibly to quality education.

"Every 10 years or so there's something new in educational technology that's touted as a panacea," Jewell says. "A few years back it was instructional television and machine learning; now it's microcomputers. Once the newness of the gadget wears off, we return to the basic need for teacher-student interaction."



Microcomputers may not follow that pattern, she admits. "If used *correctly*—to free us for more creative, imaginative, nurturing tasks—they could be very appealing to teachers. But in the real world, in the hands of efficiency-happy school administrators, who knows that they won't be used to cut teaching staffs?"

Jewell also expresses doubts about "canned computer programs" handed down from on high—programs that may not address her students' particular problems and needs the way she can. Other teachers are a bit skeptical about the likelihood that a programmer could foresee every possible student response and enter into the computer the infinite variety of ad hoc reactions a teacher on the scene could voice. And they point out that a computer cannot ask a student to "describe a relationship" or "explain how something works," as a teacher might.

Taking exception to claims that microcomputers can help teachers individualize student learning, other teachers argue that "real" individualized instruction must consider each student's health, personality, emotional development, social development, and other factors a computer cannot take into account.

Loss of control?

Another teacher concern is that the same school boards and state departments of education that want to narrow the focus of education to basic cognitive skills and vocational training will latch onto microcomputers as a powerful new tool for exercising control over classroom practice—or for bypassing the teacher entirely. One shudders to think how easy it would be to allow microcomputers to feed students a statewide—or potentially

continued on next page

NEA service now available to all states

Sophisticated computer gives teachers the edge at the bargaining table

WASHINGTON, D.C.—NEA affiliates across the country have a sophisticated tool at their disposal as they fight for better teacher contracts. All state associations but one are now hooked up to an IBM computer housed at NEA Center here that can cough up, on command, the salary figures, budget analyses, and other information local associations need to present their case at the bargaining table.

The computer cooperative service was developed to offer associations unlimited access to a comprehensive research system no one state could afford on its own. In addition to analyzing budgets and generating salary schedules, the computer can also provide contract item comparisons, estimates of state school statistics, congressional voting records for the past 10 years, evaluations of more than 300 arbitrators by state and local association staff who have experience with them, and abstracts of more than 26,000 arbitration awards. Of course, the computer is only as good as the information that's fed into it, but so far states have been very conscientious about entering their salary schedules and other data so that the system remains current and reliable.

Costing out salary proposals

The computer network wins high praise from the growing numbers of association leaders and staff who have come to rely on it. Negotiators in Florida, for example, point to the usefulness of the computer in calculating quickly the total cost, down to the dollar, of salary proposals and counterproposals made at the bargaining table. In large districts with many thousands of teachers, such rapid "costing out" would otherwise be impossible.

Even where teachers do not have collective bargaining, the computer cooperative is useful in comparing salary lanes and steps from one school district to another—or, in the case of a state's pace-setting district, seeing how well its salary schedule stacks up against those of comparable districts in other states.

The Minnesota Education Association affiliate that bargains for community college faculties is using the computer cooperative to show exactly how faculty salaries on various campuses compare to teacher salaries in the surrounding K-12 school districts.

Unearthing hidden dollars

One frequent user of the cooperative, New York Educators Association (NYEA/NEA) research specialist Dick Howard, reports, "The American Federation of Teachers affiliate enjoys majority status in this state, but they don't *begin* to produce the types and quality of information for their locals that we can provide to ours through the computer cooperative. They still do budget analysis by hand—so the vast majority never get it. With the computer, we're able to analyze a school district's budgets for the past five years—quickly and accurately—and show changes in dollar expenditures as they reflect changes in priorities.

"School boards that claim to be all but broke at bargaining time often have large surpluses tucked away in the budget somewhere," Howard notes. "They tend to come to settlement very quickly once we can point out—privately or publicly if we have to—what's really being done with the money."

even nationwide—standardized curriculum with the supposed advantage of raising test scores while saving money on teacher salaries.

Teachers tend to object to the "systems engineering" approach that treats them, their students, their teaching methods and devices, and the "educational product" as parts of a larger "educational delivery system." Preferring to view educational technology as merely a tool that permits the teacher to remain central, one educational theorist comments, "Most schools are dehumanized enough already. Bringing in computers will only make things worse. Pretty soon we'll all be treated like interchangeable parts of a machine."

Thoughtful NEA members around the country raise still other concerns. Bridgewater (Mass.) State College education professor Eugenia Watson questions whether private industries that donate computers to schools and colleges—for tax write-offs or in the interest of better-trained future employees—will come to assume control over what is taught.

Some teachers fear microcomputers will foster student "laziness" and lead to the further demise of writing and other skills that take more work than "pushing a button." Others question the claim that using computers promotes deductive reasoning skills, wondering if it won't instead lead students to "think like a computer"—handling tiny bits at a time, rather than viewing the whole picture at once.

Another often-voiced fear is that learning via microcomputers will keep students "isolated in cubbyholes" until they lose interest in human interaction. Some teachers who attribute asocial behavior to students' overexposure to television suggest that long hours spent in front of a mesmerizing computer terminal will only worsen this tendency.

Hurdles remain

The computer industry itself admits the existence of six major obstacles to immediate and total acceptance of microcomputers on the American educational scene:

- *Lack of funds to buy the hardware* (although costs continue to decline). A booklet full of helpful suggestions for ways schools can finance the purchase of microcomputers is now available from—you guessed it—one of the major microcomputer manufacturers.
- *Lack of adequate instructional "software"* (computer programs). The packages available commercially are still very limited, with an overemphasis on drill. Much of this software was created by programmers and others with no knowledge of educational theory or practice. The other two main sources for software are writing programs yourself (a difficult and time-consuming process, even for people with special training) and getting them from other do-it-yourselfers who are increasingly sharing their programs through clearinghouses, magazines, and clubs. The recent development of solid-state program modules that cannot be duplicated may finally lure textbook publishers into the computer software field.
- *Lack of compatibility* between different microcomputers. Programs written for one computer model cannot always be run on another.
- *Difficulties with servicing.* Not all retail dealers provide repair service. Microcomputers tend to be more reliable than larger computers, but when a problem does develop, some brands have to be returned to the factory—a process that can take six weeks or more.
- *Lack of teacher training.* As yet few college courses or in-service programs have been developed to replace teachers' "computer anxiety" with "computer literacy." A recent University of Nebraska survey found that only 3 percent of K-12 teachers in that state felt confident they knew how to use a computer—and using a microcomputer well as an instructional tool requires much more than simply knowing how to operate it.
- *Lack of evaluation.* Research on the effects of computers on students and learning remains sketchy and inconclusive.

Jury still out

Will microcomputers eventually be relegated to school storage rooms, as previous types of educational hardware were when they failed to fulfill their promises? Or will the microcomputer find widespread teacher acceptance and permanent classroom use? It's still too early to tell.

However, NEA this year will be investigating and making recommendations concerning the impact of microcomputers, videodisks, and other recent advances in instructional technology, in response to a new business item adopted by the 1980 Representative Assembly, the Association's highest policymaking body. The call for such a study was initiated by Grosse Ile, Mich., high school math teacher Keith Zook, a member of the NEA Board of Directors. Like so many of his colleagues, Zook sees the classroom computer as a "two-edged sword" with important benefits to offer but also with a dangerous potential for reducing the number of teachers if improperly handled.

While computers may or may not become widely used as a *medium* of instruction in all subject areas, many observers feel there is a new curriculum need to make computers themselves an *object* of instruction. Today's students will need "computer literacy"—at least a nontechnical knowledge of how to use a computer—in order to handle the jobs that will await them in the 1990's and beyond, most of which are jobs that do not yet exist. If the schools fail to provide this basic literacy, business and industry will have to do it—with a resulting decline in the public's feeling that public education is useful and relevant.

The consensus seems to be that computer technology is now absolutely vital to the way our society functions at all levels, that it's not going to go away, and that there is little point in trying to stop it at the classroom door. More and more students are already teaching themselves how to program their own personal computers and are doing their homework on them, sometimes unbeknownst to their teachers.

What should organized teachers insist on?

Association members addressing the instructional technology issue at this fall's Instruction and Professional Development National Conference at NEA Center agreed that microcomputers should not be forced on teachers who have no input into the decision. Before a single computer enters the classroom, teachers must be provided adequate in-service training in its use. If they will be expected to create their own computerized instructional materials, teachers must have release time and be afforded the opportunity to work in teams.

Finally, school decision-makers—and taxpayers—must be reminded that technology, no matter how advanced, can never take the place of the human touch in education. Computers, given humane direction, can *support* an already good instructional program. The microcomputer must be seen as one of *many* instructional tools available for teachers to use at their professional discretion.

New books and tapes address stress, burnout, ESL, discipline

WASHINGTON, D.C.—Two new additions to NEA's book series entitled "What Research Says to the Teacher" are now available: *Stress and the Classroom Teacher* (#1052-3-OD; $1) and *English as a Second Language* (#1051-5-OD; $1.25).

A new NEA anthology, *Teacher Burnout* (#1680-7-OD; $4.95) offers suggestions for coping with everyday school tensions and frustrations. In addition to 14 action-oriented articles, the anthology includes a comprehensive workshop guide for reducing and preventing burnout, prepared by the editor, Alfred S. Alschuler.

Dr. Alschuler, an NEA member at the University of Massachusetts, has also recorded his popular series of discipline workshops on audio cassette tapes. The tape program, *Resolving Classroom Conflict Through Social Literacy* (#1478-2-OD; $35), consists of eight 15-minute presentations with a discussion guide and duplicating masters to create workshop handouts. The tapes allow time for listeners to role play, improvise, and carry out other group activities suggested by the narrator.

All orders should be sent to NEA Distribution Center, The Academic Building, Saw Mill Road, West Haven, CT 06516. Orders under $10 must be accompanied by payment.

NEA members urged to boycott Red Coach lettuce

WASHINGTON, D.C.—The NEA Board of Directors at its September meeting directed implementation of a position taken by the 1980 Representative Assembly favoring NEA support of the national boycott of Red Coach lettuce.

The lettuce is the product of Bruce Church, Inc., the largest of the 11 California lettuce growers that still have not signed contracts with the United Farm Workers after a nearly two-year strike. The company was charged with bad faith bargaining by the state labor relations board in July 1979 but no hearing has yet been held. The striking farm workers also charge Bruce Church with using illegal aliens, schoolchildren, and unemployed workers from nearby areas as strikebreakers.

NEA members are being asked not to purchase Red Coach lettuce, which is easily identifiable in supermarkets, and to urge stores in their areas not to stock that brand. NEA affiliates in Michigan, Ohio, and other states are already supporting the boycott.

Competition opens again for NEA's Carr scholarships

WASHINGTON, D.C.—NEA is currently accepting applications for two $2,500 William G. Carr scholarships. NEA members, local or state Association staffers, and teachers in other countries are all eligible.

The scholarships, awarded annually, support projects that develop leadership in the teaching profession; promote, aid, or study international or comparative education; strengthen independent professional organizations; or improve some aspect of professional Association work.

Deadline for applying is February 1, 1981. Winners will be announced in early May. For further information and application forms, write to William G. Carr Scholarships, NEA Center, 1201 16th Street, N.W., Washington, D.C. 20036.

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

ERA: pro and con

The interview with Linda Tarr-Whelan (September 1980) was fantastic. I was especially excited by her remarks about NEA's forming a coalition with various ERA groups, business groups, labor groups, etc., to secure ratification of the Equal Rights Amendment before '82. As you form this coalition, though, do not forget to include such groups as "Homemakers for ERA" and farm groups for ERA, as these are essential groups in many of the states that have not yet ratified.

Good luck with NEA's efforts to secure the ERA. Justice will prevail.

Judith M. Schmidt
Dubuque, Iowa

As a member of NEA, I feel it is time for me to take a stand against something I think is very immoral, unnecessary, and communistic inspired. That is the ERA movement! I *do not* want any of my money or efforts to be used for that movement in any way. Some of the women teachers in our area did not join NEA this year because of its backing of ERA. I feel very strongly that if every female teacher in the U.S. were polled, the great majority would not be for the so-called ERA movement. If NEA continues backing this movement and others of its kind, I too will need to withdraw my membership from the NEA.

Mrs. Frances Boevers
Poteau, Oklahoma

An open invitation

Good for Governor Graham of Florida. You quoted him (September 1980) as encouraging politicians, editors, and other public leaders to spend a day in the classroom and learn what's going on in the schools, and what problems they face. I'd like to carry the idea a step further.

Don't just *visit* classrooms—teach in them, as a substitute teacher. You can do that for a day, a week, or even longer. That would really give you an idea of what a teacher's job is like. Best of all, you'd get paid for it—and that too would help you understand what a teacher's life is like.

If you're not a certified teacher, or even a college graduate, don't worry; there are school systems, even in a wealthy state like Maryland, that would hire you.

Arthur Adkins
College Park, Maryland

Standardized testing

I have just finished reading the NEA Resolutions in your September issue. I am particularly interested in H-10, Testing, which states, "The Association believes that standardized tests should not be administered when they are . . . used as the only criterion for student placement."

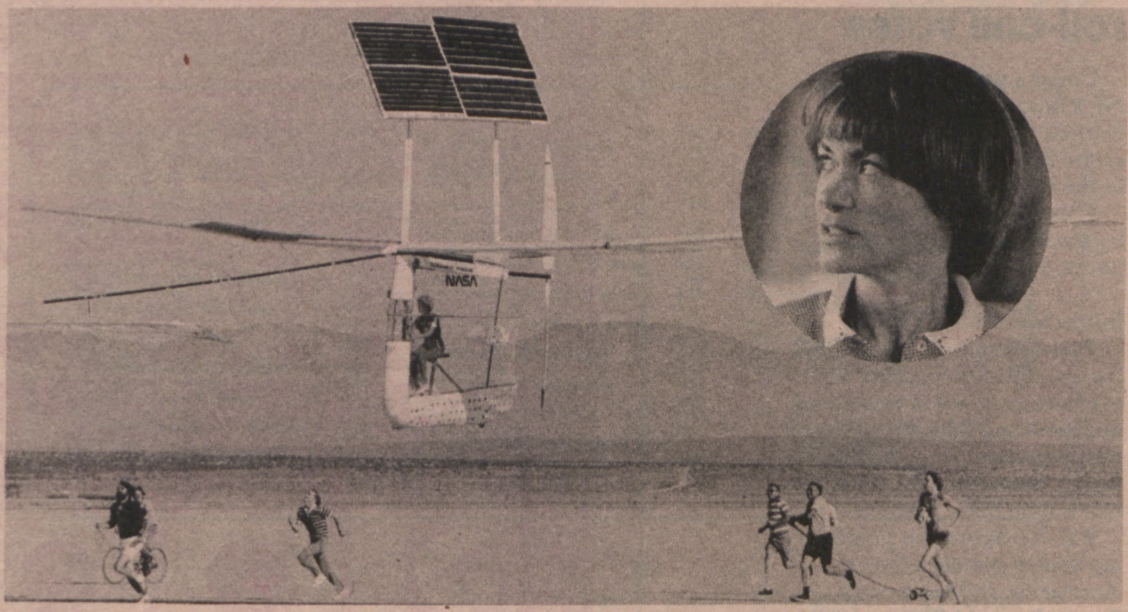
In our school system we have ability grouping, and the only criterion used for this grouping is the standardized test. Many of us object to this practice. Many of our students have been adversely affected by this system. . . .

Only the children in the top group receive a superior education. In fact, children in the lower groups study from different textbooks. We feel that we are being discriminated against, and that our students are not receiving a fair deal. . . .

Louise S. Smith
Poplarville, Mississippi

Teacher-turned-pilot soars into history

EDWARDS AIR FORCE BASE, CALIF.—Former NEA/California Teachers Association member Janice Brown made aviation history recently as the first person to fly a plane using the sun's energy as the sole source of power. A Bakersfield, Calif., kindergarten teacher for nine years, Brown flew the 68-pound Gossamer Penguin at a speed of 15 miles an hour on its historic 1.6 mile hop. The solar-powered aircraft was designed by Paul MacCready, creator of two previous human-powered models, the Gossamer Condor and Gossamer Albatross.



WELLSTON *from page 9*

in the metropolitan St. Louis area. When the school board hired strikebreakers to reopen the schools this fall, the starting salary here reached $10,000 for the first time.

Teachers are fighting to reestablish and upgrade the salary schedule. Although school officials claim increases are now based on merit, teachers say what happens is that those who go along with the system are rewarded handsomely, while those who push for reforms get nothing. Association members are also demanding the reinstatement of professional negotiations, which had existed here prior to 1976 but were then unilaterally eliminated by the board.

Unique administrative structure

In large part teachers blame Wellston's problems on the indicted school board members and on the "czar" who heads the district—executive general manager Richard Fulton. Even the superintendent reports to Fulton, a setup not found anywhere else in the state.

Teachers charge school officials with mismanagement of district funds. They point to the ouster suit brought by the county prosecuting attorney in which 29 counts of malfeasance are cited, ranging from charges of illegally transferring funds between school accounts to using district money for political purposes.

The size of the administrative staff is another problem, teachers say. The ratio of administrators to teachers throughout the state is about 1 to 12; here it is 1 to 6.

The only school board member to back the striking teachers is Larry Hayes, who ran as a reform candidate in the spring elections. Harassed for speaking out, he has been refused admittance to schools and has been arrested at least five times while attempting to see conditions for himself.

Hayes is convinced that the Association is right to try to expose the situation and is keeping his own two children out of Wellston schools in honor of the strike. He is optimistic that eventually conditions here will be corrected. The first step, he hopes, will be the ouster of the school board members whose trials were scheduled to begin in St. Louis County Circuit Court at the end of October. "It stinks too bad to let these people remain in office," Hayes adds, but he acknowledges that even if the board members are removed, the appeals process could drag on for some time.

Although the professional careers of the teachers on strike here are in jeopardy and many of them are financially strapped, few of them regret their action. "If I had it to do over again, I would go out," insists Doreen Sykes. Reginald Taylor would too. "Sooner or later," he adds, "somebody will decide they have to look out for the welfare of the 1,300 schoolchildren in this district."

A plea for help

Letters and telegrams supporting the striking teachers have poured in from around the country as a result of the national press attention the Wellston story has received. And teachers from neighboring school districts have offered financial and moral support to their colleagues.

Wellston teachers have received interest-free loans guaranteed by Missouri NEA and NEA, but those funds are now running out, and other sources of support are needed. If you would like to help sustain these teachers in their fight to improve their schools, send a check—small or large—to the Wellston Teachers Crisis Fund, Missouri NEA, Northwest St. Louis Office, 10330 Old Olive Street Rd., St. Louis, Mo. 63141.

Statement of ownership, management, and circulation

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10. Extent and nature of circulation:

	Average No. Copies Each Issue During Preceding 12 Months	Actual No. Copies of Single Issue Published Nearest to Filing Date
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1. Sales through Dealers and Carriers, Street Vendors and Counter Sales	—	—
2. Mail Subscriptions	1,748,486	1,697,536
C. Total Paid Circulation **(Sum of 10B1 and 10B2)**	1,748,486	1,697,536
D. Free Distribution by Mail, Carrier or Other Means. Samples, complimentary, and other free copies	29,992	32,355
E. Total Distribution **(Sum of C and D)**	1,778,478	1,729,891
F. Copies Not Distributed		
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11. I certify that the statements made by me above are correct and complete — Ann K. Kurzius, Editor
12. For completion by publishers mailing at the regular rates (Section 132.121, Postal Services Manual): Not applicable.
    39 U.S.C. 3626 provides in pertinent part: "No person who would have been entitled to mail matter under former section 4539 of this title shall mail such matter at the rates provided under this subsection unless he files annually with the Postal Service a written request for permission to mail matter at such rates." In accordance with the provisions of this statute, I hereby request permission to mail the publication named in item 1 at the phased postage rates presently authorized by 39 U.S.C. 3626. Ann K. Kurzius, Editor.

NEA Board of Directors roll-call votes

Under a policy set by the NEA Board of Directors in February 1975, roll-call votes of the Board must be published in the *NEA Reporter*.

Three such votes were taken by the Board at its September 26-27, 1980, meeting.

Subjects of roll-call votes:

#1—To appropriate $20,000 for a national conference of teachers involved in organizing and servicing Educational Support personnel, to be held in the fall of 1980. (97 YES, 27 NO, 5 NOT VOTING, 2 ABSENT)

#2—To approve a proposed agreement between the Asociación de Maestros de Puerto Rico (AMPR) and NEA. (128 YES, 0 NO, 1 NOT VOTING, 2 ABSENT)

#3—To appropriate up to $15,000 from contingency funds for media purchase to support the passage of the Equal Rights Amendment and to defeat the call for the Iowa constitutional convention. (108 YES, 16 NO, 5 NOT VOTING, 2 ABSENT)

Statement regarding vote #3:

The following statement was submitted by *Tom Wiper* (Oregon), *Tiah Lawrence* (Oregon), *Eric Scott* (Vermont), *Odetta Fujimori* (Executive Committee), *Jim Davenport* (Michigan), *Shirley Elento* (Hawaii), and *Sue Hovey* (Idaho) regarding their 'NO' votes on the issue: "Insufficient information regarding the Iowa request was submitted to the Board of Directors. Specifically, we would like to have seen an effective organizational plan for implementation and how this request and plan would fit into the legislative priorities as set by the NEA."

Key:

'Y'—voted in favor of the issue
'N'—voted in opposition to the issue
'NV'—vote not recorded on the issue
'O'—absent from meeting
'*'—alternate director
'**'—submitted statement on vote

NAME	STATE	ROLL CALL VOTE # 1	2	3
Dotson	Ala.	Y	Y	N
Potter	Alaska	Y	Y	Y
Beachem	Ariz.	Y	Y	Y
Guy	Ariz.	Y	Y	Y
Johnson	Ark.	Y	Y	Y
Estrellas	Calif.	N	Y	Y
Foglia	Calif.	O	O	O
Hodgkins	Calif.	N	Y	Y
Kuiper	Calif.	N	Y	Y
Logue	Calif.	N	Y	Y
Shaw	Calif.	N	Y	Y
Stover	Calif.	N	Y	Y
Tinson	Calif.	N	Y	Y
Vick	Calif.	N	Y	Y
Bradshaw	Colo.	N	Y	Y
Lansford	Colo.	Y	Y	Y
McLean-Waller	Conn.	Y	Y	Y
Rossomando	Conn.	NV	Y	Y
Testerman	Del.	Y	Y	Y
Coluzzi	D.C.	Y	Y	Y
Scott	Fla.	Y	Y	NV
Wilson	Fla.	N	Y	Y
Scott	Ga.	Y	Y	Y
Wright	Ga.	Y	Y	Y
**Elento	Hawaii	Y	Y	N
**Hovey	Idaho	Y	Y	N
Betterman	Ill.	Y	Y	Y
Mack	Ill.	Y	Y	Y
Mishler	Ill.	N	Y	Y
Hanna	Ind.	Y	Y	Y

NAME	STATE	ROLL CALL VOTE # 1	2	3
Miller	Ind.	Y	Y	Y
Moudy	Ind.	Y	Y	Y
Halliburton	Iowa	Y	Y	Y
Mitchell	Iowa	Y	Y	Y
Peterson	Kans.	Y	Y	Y
Steele	Kans.	Y	Y	Y
Harvey	Ky.	Y	Y	Y
Nall	Ky.	Y	Y	Y
Coleman	La.	Y	Y	Y
Scott	La.	Y	Y	Y
Sullivan	Maine	Y	Y	N
Jones	Md.	Y	Y	Y
Kuker-Kihl	Md.	Y	Y	Y
Gilmore	Mass.	Y	Y	Y
Johnson-Taylor	Mass.	Y	Y	Y
Lopes	Mass.	Y	Y	Y
Schutt	Mass.	Y	Y	Y
Christian	Mich.	O	O	O
**Davenport	Mich.	Y	Y	N
Duckworth	Mich.	Y	Y	Y
*Sikkenga	Mich.	Y	Y	N
Smith	Mich.	Y	Y	Y
Zook	Mich.	Y	Y	N
Bauermeister	Minn.	Y	Y	Y
Holman	Minn.	Y	Y	Y

NAME	STATE	ROLL CALL VOTE # 1	2	3
Newton	Minn.	Y	Y	Y
Bradley	Miss.	Y	Y	Y
Keeling	Mo.	Y	Y	Y
Johnson	Mont.	Y	Y	Y
Kaldahl	Nebr.	Y	Y	Y
Conrad	Nev.	N	Y	Y
Jenis	N.H.	Y	Y	Y
Blackburn	N.J.	N	Y	Y
Gibson	N.J.	N	Y	Y
Goldman	N.J.	N	Y	Y
Graham	N.J.	N	Y	Y
Parish	N.J.	N	Y	Y
Smith	N. Mex.	NV	Y	Y
Pisa	N.Y.	Y	Y	NV
Washington	N.Y.	Y	Y	NV
Cummings	N.C.	Y	Y	Y
Rader	N.C.	Y	Y	Y
Wilson	N.C.	Y	Y	Y
Gallagher	N. Dak.	Y	Y	Y
Abel	Ohio	Y	Y	Y
Dorsey	Ohio	Y	Y	Y
Potts	Ohio	Y	Y	Y
Savage	Ohio	Y	Y	Y
Willcox	Ohio	Y	Y	Y
Dyer	Okla.	Y	NV	NV
Fulton	Okla.	Y	Y	N

NAME	STATE	ROLL CALL VOTE # 1	2	3
**Lawrence	Ore.	N	Y	N
**Wiper	Ore.	N	Y	N
Mosher	OV	Y	Y	Y
Farr	Pa.	Y	Y	Y
Huntley	Pa.	Y	Y	N
Mechlowitz	Pa.	Y	Y	Y
Mitchell	Pa.	Y	Y	Y
Wyland	Pa.	Y	Y	Y
del Valle	P.R.	Y	Y	Y
Mello	R.I.	Y	Y	Y
Cooper	S.C.	Y	Y	Y
Horgen	S. Dak.	Y	Y	Y
Akers	Tenn.	Y	Y	Y
Martin	Tenn.	NV	Y	Y
Pike	Tenn.	Y	Y	Y
Brock	Texas	N	Y	Y
Foster	Texas	N	Y	Y
Harrell	Texas	N	Y	Y
Hilger	Texas	N	Y	Y
Hunt	Texas	N	Y	Y
Stacey	Texas	N	Y	N
Chatterton	Utah	NV	Y	N
**Scott	Vt.	Y	Y	N
Coffey	Va.	Y	Y	Y
Gant	Va.	Y	Y	Y
Nelson	Va.	Y	Y	Y

NAME	STATE	ROLL CALL VOTE # 1	2	3
Amos	Wash.	Y	Y	Y
Horne	Wash.	Y	Y	Y
Wahlquist	Wash.	Y	Y	Y
Keeney	W. Va.	Y	Y	Y
Lewandowski	Wisc.	Y	Y	Y
Schleife	Wisc.	Y	Y	Y
Stephenson	Wisc.	Y	Y	Y
Anderson	Wyo.	N	Y	Y
Benson	At Large	Y	Y	Y
Masters	At Large	Y	Y	N
Sproul	At Large	Y	Y	Y
Treibley	At Large	Y	Y	Y
Bernat	SNEA	Y	Y	Y
Duncan	SNEA	Y	Y	Y
Lozano	SNEA	NV	Y	Y
Bowser	Ex. Com.	Y	Y	Y
Burse	Ex. Com.	Y	Y	Y
**Fujimori	Ex. Com.	Y	Y	N
Owens	Ex. Com.	Y	Y	Y
Obermeyer	Ex. Com.	N	Y	NV
Woodard	Ex. Com.	Y	Y	Y
Futrell	Ex. Com.	Y	Y	Y
Freitag	Ex. Com.	Y	Y	Y
McGuire	Ex. Com.	Y	Y	Y

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Arlidin 6mg	T	12.96
NYLIDRINE HCL 6mg	**T**	**2.70**
ColBenemid	T	10.35
PROBENECID w/COLCHICINE	**T**	**6.84**
Cyclospasmol 200mg	C	9.63
CYCLANDELATE 200mg	**C**	**3.87**
Darvon Cmpd 65mg	C	7.83
PROPOXYPHENE HCL CMPD-65	**C**	**5.31**
Diabinese 250mg	T	17.37
CHLORPROPAMIDE 250mg	**T**	**8.91**
Elavil 25mg	T	9.81
AMITRIPTYLINE HCL 25mg	**T**	**4.32**
Equanil 400mg	T	8.19
MEPROBAMATE 400mg	**T**	**2.52**
Esidrix 50mg	T	8.10
HYDROCHLOROTHIAZIDE 50mg	**T**	**2.70**
Hydergine .5mg Subl.	T	10.80
DIHYDROERGOT .5mg Subl.	**T**	**7.29**
Hydrodiuril 50mg	T	6.84
HYDROCHLOROTHIAZIDE 50mg	**T**	**2.70**
Isordil 10mg oral	T	7.29
ISOSORBIDE DINITRATE 10mg	**T**	**2.79**
Librium 10mg C4	C	10.17
CHLORDIAZEPOXIDE HCL 10mg	**C**	**2.97**
Nitrobid 2.5mg	C	10.08
NITROGLYCERIN 2.5mg LA	**C**	**4.14**
Nitrobid 6.5mg	C	13.32
NITROGLYCERIN 6.5mg LA	**C**	**5.04**
Pavabid 150mg	C	10.08
PAPAVERINE HCL 150mg	**C**	**4.59**
Peritrate 80mg SA	T	14.04
PENTAERYTHRITOL TETRANITRATE 80mg	**C**	**5.40**
Premarin 1.25mg	T	9.27
CONJUGATED ESTROGENS 1.25mg	**T**	**7.83**
Pronestyl 250mg	C	9.09
PROCAINARIDE HCL 250mg	**C**	**4.50**
Serapes	T	14.13
H.H.R.	**T**	**3.96**
Sorbitrate 10mg oral	T	7.38
ISOSORBIDE DINITRATE 10mg	**T**	**2.79**
Synthroid .2mg	T	4.68
SODIUM LEVOTHYROXINE .2mg	**T**	**2.25**
Thorazine 50mg	T	6.93
CHLORPORMAZINE HCL 50mg	**T**	**3.69**
Tofranil 25mg	T	13.86
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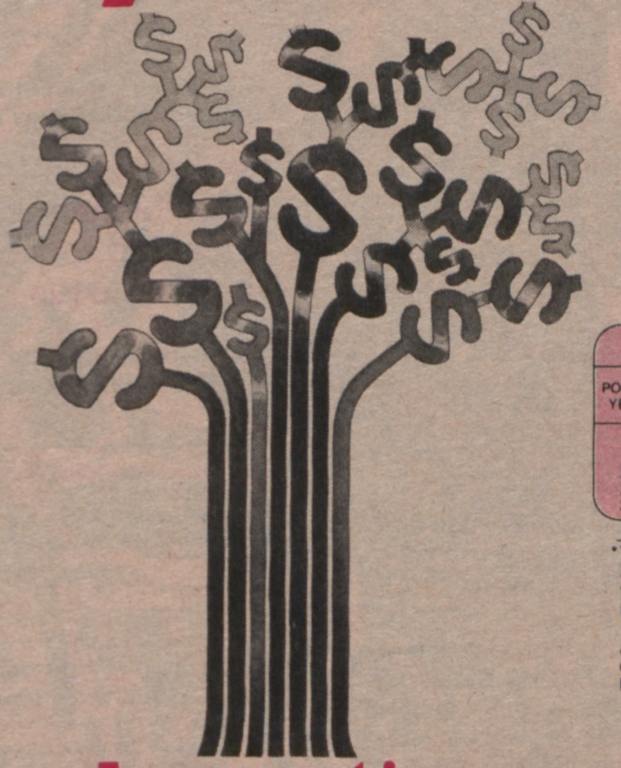

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Your Association's plan is a unique homeowners policy which insures personal property used while teaching—and that includes musical instruments and coaching-related equipment. Developed especially for unified members and their families in cooperation with Horace Mann Insurance Company, this plan provides $500 of this special protection at no extra cost! And the deductible for this coverage is only $25—no matter what deductible you choose for your basic coverage.

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- *Merit reducing deductible*—If you have no claims after a specified number of years (depending on your policy deductible), you'll be rewarded with a reduced or zero deductible until such time as a loss is paid.
- *Survivor's waiver of premium*—If you or your spouse should accidentally die, the first renewal premium will be waived as long as the surviving spouse or dependent child(ren) is a resident of the insured premises.
- *Mortgage disaster endorsement*—With this optional coverage, you will be reimbursed for up to $500 on your first mortgage payment if your residence becomes uninhabitable for more than 30 days. A maximum of six payments will be made. Destruction must be a result of a peril covered within the basic policy and you must plan to reoccupy the premises.

Remember, it's the replacement cost that counts!

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Our special inflation guard feature can assure adequate coverage of your property despite escalating inflation. In most states, you can arrange for automatic yearly increases that allow for increasing replacement costs based on local inflation figures. Or use our free Homeowners Evaluator and calculate the increases yourself. Either way, you won't get caught in the middle with a homeowners policy insufficient to replace your home at today's costs.

These features are not available in all states and deductibles may vary.

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- ☐ A free Renters Evaluator
- ☐ My Association's consumer guide on Homeowners Insurance
- ☐ Please have a Horace Mann Representative contact me.

Name: ____________ Phone: ____________

Address: ____________

City: ____________ State: ____________ Zip: ____________

School District: ____________ Phone: ____________

My Homeowners Policy expires: ____________

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NEA REPORTER

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Association

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AMERICA ENTERS A NEW POLITICAL AGE

What's in store for EDUCATION?

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NEA affiliate bids to represent overseas teachers worldwide

page 7

Teachers battle for their rights — and win big in the courts

page 8

State by state

Teacher-backed candidates for federal office

The following is a complete list of the U.S. Senate and House of Representatives candidates endorsed by NEA's Political Action Committee (NEA-PAC). A total of 309 candidates—278 in the House and 31 in the Senate—were supported by NEA-PAC in the general election.

Winners appear in black; losers are in color. Numbers before names indicate congressional districts; AL means at large; S indicates a Senate race. Dollar amount after a name indicates total financial contribution to the candidate by NEA-PAC in 1979 and 1980. Where no dollar figure is listed, the candidate received a letter endorsement.

Alabama
S Jim Folsom Jr. (D) $1,500
2 Cecil Wyatt (D) $500
4 Tom Bevill (D)

Alaska
S Clark Gruening (D)
AL Don Young (R) $1,250

Arizona
S William Schulz (D) $500
2 Morris Udall (D) $2,950
4 Les Miller (D)

Arkansas
S Dale Bumpers (D) $500
1 Bill Alexander (D)
4 Beryl Anthony (D)

California
S Alan Cranston (D) $1,000
1 Harold Johnson (D) $1,000
3 Robert T. Matsui (D) $200
4 Vic Fazio (D) $250
5 John Burton (D) $1,700
6 Phillip Burton (D) $3,750
7 George Miller (D) $660
8 Ronald Dellums (D) $1,200
9 Fortney Stark (D)
10 Don Edwards (D)
11 Tom Lantos (D) $1,000
13 Norman Mineta (D)
14 Ann Cerney (D) $500
15 Tony Coelho (D)
16 Leon E. Panetta (D) $450
21 James Corman (D) $5,000
22 Pierce O'Donnell (D)
23 A. Beilenson (D)
24 Henry Waxman (D)
25 Edward Roybal (D)
27 Carey Peck (D) $1,000
28 Julian Dixon (D) $500
29 Augustus Hawkins (D) $250
30 George Danielson (D) $450
31 Mervin Dymally (D) $1,000
32 Glenn Anderson (D)
34 I. Simone (D)
36 George Brown (D)
38 Jerry Patterson (D)
39 Len Lahtinen (D) $200
41 Bob Wilson (D) $1,000
42 L. Van Deerlin (D)

Colorado
S Gary Hart (D) $2,500
2 Timothy Wirth (D) $700
3 Ray Kogovsek (D) $4,000
4 Ed Schreiber (D)

Connecticut
S Christopher Dodd (D) $2,200
1 William Cotter (D)
2 Sam Gejdensen (D) $500
3 Joe Lieberman (D) $500
5 William Ratchford (D) $700
6 Anthony Moffett (D) $700

Delaware
AL Robert Maxwell (D) $2,000

Florida
S Bill Gunter (D) $1,500
2 Don Fuqua (D) $600
5 David Best (D) $1,000
8 Andy Ireland (D) $50
10 Richard Sparkman (D)
11 Dan Mica (D) $625
12 Alan Becker (D) $1,000
13 William Lehman (D) $1,000
14 Claude Pepper (D) $1,000
15 Dante Fascell (D) $500

Georgia
1 Bo Ginn (D)
2 Charles Hatcher (D) $500
3 Jack Brinkley (D)
5 Wyche Fowler (D) $25
8 Billy Lee Evans (D)
9 Ed Jenkins (D) $150

Hawaii
S Daniel Inouye (D) $200
1 Cecil Heftel (D) $200
2 Daniel Akaka (D) $200

Idaho
S Frank Church (D) $2,100
1 Glen Nichols (D)

Illinois
S Alan Dixon (D) $1,000
1 Harold Washington (D) $1,000
2 Gus Savage (D)
3 Marty Russo (D) $100
5 John G. Fary (D)
7 Cardiss Collins (D) $500
8 D. Rostenkowski (D)
9 Sidney Yates (D) $500
10 Bob Weinberger (D)
12 David McCartney (D)
15 Tom Corcoran (R) $250
16 Lynn Martin (R)
18 John Knuppel (D)
20 Dave Robinson (D) $500
21 E. Madigan (R) $500
23 Melvin Price (D)
24 Paul Simon (D) $1,000

Indiana
S Birch Bayh (D) $6,500
1 Adam Benjamin (D)
2 Floyd Fithian (D) $1,125.81
3 John Brademas (D) $2,600
4 John Walda (D) $500
6 David Evans (D) $1,200
7 Pat Carroll (D)
10 Philip Sharp (D) $500

Iowa
S John Culver (D) $4,500
1 James A.S. Leach (R)
2 Steve Sovern (D) $500
3 Lynn Cutler (D)
4 Neal Smith (D) $1,250
5 Tom Harkin (D) $1,000
6 Berkley Bedell (D) $500

Kansas
S John Simpson (D)
1 Phil Martin (D)
2 Sam Keys (D) $500
3 Dan Watkins (D) $500

Kentucky
S Wendell Ford (D) $800
2 William Natcher (D)
7 Carl Perkins (D) $986.29

Louisiana
S Russell Long (D)
2 Lindy Boggs (D)
3 Billy Tauzin (D)
8 Gillis Long (D)

Maine
1 Harold Pachios (D)

Maryland
S Charles Mathias (R) $1,200
1 Roy Dyson (D) $1,500
5 Gladys Spellman (D) $500
7 Parren Mitchell (D) $700
8 Michael Barnes (D) $500

Massachusetts
1 Silvio Conte (R) $700
4 Barney Frank (D)
5 James Shannon (D) $3,100
6 N. Mavroules (D) $750
7 Edward Markey (D)
8 Thomas O'Neill (D) $2,500
9 Joe Moakley (D)
10 M. Heckler (R) $800
12 Gerry Studds (D) $500

Michigan
2 Carl Pursell (R) $500
3 Howard Wolpe (D) $8,000
5 Dale Sprik (D) $1,000
6 Bob Carr (D) $1,150
7 Dale Kildee (D) $500
8 Bob Traxler (D) $600
10 Donald Albosta (D) $900
11 Robert Davis (R)
12 David Bonior (D) $700
14 Dennis Hertel (D) $7,000
15 William Ford (D) $1,400
17 W. Brodhead (D)
18 J. Blanchard (D) $250

Minnesota
1 Arlen Erdahl (R)
2 Harold Bergquist (D)
4 Bruce Vento (D) $750
5 Martin Sabo (D)
6 Archie Baumann (D)
7 Gene Wenstrom (D) $100
8 James Oberstar (D) $500

Mississippi
4 Britt Singletary (D) $500

Missouri
S Thomas Eagleton (D) $2,000
1 William Clay (D) $500
2 Robert Young (D)
4 Ike Skelton (D)
5 Richard Bolling (D)
8 Steve Gardner (D) $2,000
9 Harold Volkmer (D) $500
10 Bill Burlison (D) $500

Montana
1 Pat Williams (D)

Nebraska
2 Richard Fellman (D) $2,500

Nevada
S Mary Gojack (D) $500
AL Jim Santini (D)

New Hampshire
S John A. Durkin (D) $3,200
1 Norman D'Amours (D) $500

New Jersey
1 James Florio (D)
2 William Hughes (D)
3 James Howard (D) $750
4 Frank Thompson (D) $2,350
5 Kieron Pillion (D)
7 Andrew Maguire (D) $1,000
8 Robert A. Roe (D)
9 Harold Hollenbeck (R) $500
10 Peter Rodino (D) $500
11 Joseph Minish (D)
12 Matthew Rinaldo (R)
13 James Courter (R)
14 Frank Guarini (D)
15 Bernard Dwyer (D)

New Mexico
1 Bill Richardson (D)

New York
S Elizabeth Holtzman (D) $1,000
2 Thomas Downey (D) $500
5 Karen Burstein (D)
6 Lester L. Wolff (D)
7 Joseph Addabbo (D)
8 B. Rosenthal (D)
9 Geraldine Ferraro (D)
10 Mario Biaggi (D)
11 James Scheuer (D)
13 Stephen Solarz (D)
14 F. W. Richmond (D)
16 Charles Schumer (D)
19 Charles Rangel (D)
20 Theodore Weiss (D)
21 Robert Garcia (D)
22 J. B. Bingham (D)
23 Peter Peyser (D)
24 Richard Ottinger (D)
25 Hamilton Fish (R) $900
26 Benjamin Gilman (R)
27 Matthew McHugh (D) $500
29 Rodger Hurley (D)
32 Jeffrey Brooks (D)
34 Frank Horton (R) $1,000
36 John J. LaFalce (D)
37 Henry Nowak (D)

North Carolina
1 Walter Jones (D)
3 Charles Whitley (D)
4 Ike Andrews (D) $250
5 Stephen Neal (D)
6 Richardson Preyer (D) $500
7 Charles Rose (D) $800
8 W. G. Hefner (D) $500
11 Lamar Gudger (D) $200

North Dakota
S Mark Andrews (R)
AL Byron Dorgan (D) $1,000

Ohio
S John Glenn (D) $1,250
3 Tony Hall (D) $500
11 Patrick Donlin (D)
13 Donald Pease (D)
21 Louis Stokes (D) $875
22 Dennis Eckart (D) $1,000

Oklahoma
S Andy Coats (D)
1 James Jones (D)
2 Mike Synar (D)
3 Wes Watkins (D)
4 Dave McCurdy (D)
5 David Hood (D) $500
6 Glenn English (D)

Oregon
S Ted Kulongoski (D) $1,000
1 Les AuCoin (D) $200
2 Al Ullman (D) $500
3 Ron Wyden (D) $1,500
4 James Weaver (D) $1,600

Pennsylvania
S Arlen Specter (R) $2,750
2 William Gray (D) $500
4 Charles Dougherty (R) $3,000
6 Gus Yatron (D) $750
7 Robert Edgar (D) $4,500
11 Raphael Musto (D) $1,500
12 John P. Murtha (D) $1,500
13 Lawrence Coughlin (R) $500
14 William Coyne (D) $1,000
15 Jeanette Reibman (D) $7,000
17 Allen Ertel (D) $1,000
18 Doug Walgren (D)
20 Joseph Gaydos (D) $200
21 Don Bailey (D) $500
22 Austin Murphy (D) $1,000
24 Marc Marks (R) $1,000
25 Eugene Atkinson (D) $500

Rhode Island
1 F. J. St Germain (D)
2 Edward Beard (D) $1,000

South Carolina
S Ernest Hollings (D) $1,000
1 Charles Ravenel (D) $500
2 Tom Turnipseed (D) $1,000
3 Butler Derrick (D) $1,750
5 Ken Holland (D) $500

South Dakota
S George McGovern (D) $3,050
1 Thomas Daschle (D) $1,500
2 Ken Stofferahn (D) $500

Tennessee
1 James Quillen (R) $300
2 John Duncan (R)
3 Marilyn Bouquard (D) $500
4 Albert Gore (D) $300
5 Bill Boner (D) $300
7 Ed Jones (D) $300
8 Harold Ford (D) $400

Texas
2 Charles Wilson (D)
5 Jim Mattox (D) $3,000
8 Bob Eckhardt (D) $2,074.40
9 Jack Brooks (D) $3,500
10 J. J. Pickle (D) $1,000
12 Jim Wright (D) $2,000
14 Bill Patman (D) $2,567.21
18 Mickey Leland (D) $700
20 H. B. Gonzalez (D)
22 Mike Andrews (D) $500
23 Abraham Kazen (D)
24 Martin Frost (D) $2,100

Utah
1 Gunn McKay (D) $350

Vermont
S Patrick J. Leahy (D) $3,000
AL James Jeffords (R) $500

Virginia
4 Cecil Jenkins (D) $500
8 Herbert Harris (D) $500
10 Joseph Fisher (D) $1,700

Washington
S Warren Magnuson (D) $7,000
1 Joel Pritchard (R)
2 Al Swift (D) $375
3 Don Bonker (D) $750
4 Mike McCormack (D) $1,850
5 Thomas Foley (D) $1,650
6 Norman D. Dicks (D) $1,050
7 Mike Lowry (D) $1,900

West Virginia
1 Robert Mollohan (D)
2 Pat Hamilton (D) $3,000
4 Nick Rahall (D) $800

Wisconsin
S Gaylord Nelson (D) $4,125
1 Les Aspin (D)
2 R. W. Kastenmeier (D) $1,050
3 Alvin Baldus (D) $500
4 C. J. Zablocki (D)
5 Henry Reuss (D) $500
6 Gary Goyke (D)
7 David Obey (D) $700
8 Michael Monfils (D)

Presidential Race
Carter-Mondale (D) $5,000

Other contributions

The following table shows other contributions made by NEA-PAC in 1979 or 1980 to political committees and candidates. Numbers before names indicate congressional districts; S indicates a Senate race.

Alabama
S Donald Stewart (D) (lost runoff) $1,000
6 John Buchanan (R) (lost primary) $1,000

Florida
S Ken (Buddy) MacKay (D) (lost primary) $1,000
12 Edward Stack (D) (lost primary) $1,450

Georgia
S Zell Miller (D) (lost runoff) $2,500

Kansas
2 Bob Wootton (D) (lost primary) $2,000

Kentucky
1 Carroll Hubbard (D) (attendance at fund raiser) $300

Louisiana
3 Billy Tauzin (D) (special election) $1,000

Michigan
S Carl Levin (D) (attendance at fund raiser) $300

New York
S Jacob Javits (R) (lost primary) $2,000

Ohio
19 Lyle Williams (R) (attendance at fund raiser) $1,000 (contribution to help offset 1978 campaign deficit) $1,000

Pennsylvania
S H. Craig Lewis (D) (lost primary) $2,300

South Carolina
2 Floyd Spence (R) (attendance at fund raiser) $100
6 John Jenrette (D) (not endorsed in general election) $2,000

Texas
22 Joe Pentony (D) (lost primary) $2,000

West Virginia
3 Si Galperin (D) (lost primary) $2,000

Fund raisers (1979-80)
Democratic National Committee $16,100
Republican National Committee $7,000
Democratic Congressional Campaign Committee $10,000

Where the money comes from

Here is a breakdown, state by state, of NEA-PAC contributions received through August 31, 1980. These contributions were made by teachers to support pro-education candidates in 1979 and 1980 for primary, run-off, special, and general elections. The amounts represent contributions received during the 1978-79 and 1979-80 membership years. States are consistently working to develop productive voluntary contribution systems to obtain an annual $1 contribution per NEA member for NEA-PAC as mandated by the 1973 Representative Assembly.

State	Membership as of August 21, 1980	1978-79 Contributions	1979-80 Contributions
Alabama	35,805	$18,050.00	$ 9,098.45
Alaska	4,529	1,101.00	988.37
Arizona	20,271	9,186.53	5,572.00
Arkansas	15,914	—0—	—0—
California	159,814	10,193.90	14,242.37
Colorado	26,988	3,146.93	2,264.97
Connecticut	25,758	7,771.66	—0—
Delaware	5,394	1,908.48	1,335.91
District	878	5.00	—0—
Florida	31,574	2,777.88	1,936.92
Georgia	34,910	2,241.86	2,430.67
Hawaii	7,361	17.00	1,975.47
Idaho	8,646	2,690.14	1,523.17
Illinois	59,455	—0—	13.00
Indiana	39,479	3,212.01	12,051.57
Iowa	36,368	5,462.14	4,270.19
Kansas	21,058	4,792.00	20.00
Kentucky	29,982	10,051.94	8,432.70
Louisiana	23,638	—0—	—0—
Maine	13,647	4,960.30	4,075.72
Maryland	33,798	18.00	147.00
Massachusetts	68,149	1,344.00	—0—
Michigan	92,262	10,503.00	39,214.19
Minnesota	41,034	7,898.45	15,721.59
Mississippi	13,857	680.00	—0—
Missouri	14,397	3,518.01	1,741.91
Montana	7,182	1,233.00	953.00
Nebraska	19,640	2,679.00	4,260.00
Nevada	5,683	2,257.67	1,355.60
New Hampshire	6,758	5,185.62	2,818.99
New Jersey	85,331	10.00	—0—
New Mexico	8,476	4,173.00	89.60
New York	26,478	3.00	1,031.35
North Carolina	43,093	3,375.83	—0—
North Dakota	7,380	—0—	—0—
Ohio	85,911	1,452.87	1,422.07
Oklahoma	30,619	3,164.62	2,104.78
Oregon	25,633	8,959.00	13,804.70
Overseas Ed. Assn.	—0—	—0—	—0—
Pennsylvania	98,062	23,317.00	27,358.00
Puerto Rico	—0—	—0—	—0—
Rhode Island	7,058	714.00	1,888.00
South Carolina	19,497	2,248.40	1,342.00
South Dakota	6,717	—0—	1,423.00
Tennessee	41,989	748.00	3,381.50
Texas	90,805	3,000.00	7,419.89
Utah	14,437	7,396.59	5,162.95
Vermont	5,647	2,312.00	1,320.50
Virginia	44,832	5,042.00	3,581.00
Washington	41,159	24,321.25	21,568.21
West Virginia	18,144	3,813.00	2,714.28
Wisconsin	43,580	171.00	2,056.05
Wyoming	5,764	2,973.00	2,393.69

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Nancy K. Harris *Assistant Editor*

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Design by **William J. Kircher & Associates.** Photo credits: page 3 (upper left) **White House photo,** (upper right) **Joe Di Dio,** (lower) **UPI**; page 4 (from left) **Dennis M. Hertel for Congress Citizens' Committee, Cong. Toby Moffett's office, Charles Knutsen, Specter for U.S. Senate Committee**; page 5 **Dianne Anderson**; page 6 **ERAmerica**; page 7 **Joe Di Dio**; page 8 **Dick Baker**; page 10 **Dick Baker**; page 11 **Tommye Hutto**; page 12 **Public Broadcasting Service.**

Election clouds future of public education

As Ronald Reagan and George Bush assume office, NEA leaders do not expect to have the constant White House access they have enjoyed during the Carter-Mondale years, but they will be there, advocating teacher interests and seeking to moderate the positions the Republican Party platform has taken against the well-being of public education and educators.

WASHINGTON, D.C.—The American people have spoken. President Carter and many congressional friends of education will soon be turned out of office, in the wake of the conservative tide that swept through the nation on Election Day.

The NEA, which has enjoyed four years of unprecedented White House support for public education, will return to the role of "loyal opposition": protecting the gains teachers have made during the most pro-education Administration ever, and working on all fronts to stave off funding cuts and other moves detrimental to teachers and schools.

Comments NEA President Willard McGuire, "American public education has lost a great friend. The public schools enjoyed increased federal assistance, elevated importance, and streamlined and improved administration under President Carter's stewardship. He promised, and he delivered. His loss will be felt, both personally and professionally, by all who are involved in public education."

McGuire congratulated President-Elect Ronald Reagan on his victory and added that NEA will work with the new Administration and the new Congress in support of the Association's legislative objectives. At the same time, McGuire praised the hundreds of thousands of NEA members who worked this year to elect pro-education governors, state legislators, other state officials, judges, local officials, and school board members.

"Teachers can be very proud of their outstanding efforts in this election," McGuire said. "We proved that we are a potent force to be reckoned with at every level. We had tremendous impact especially in the critical early stages of the Presidential race, securing President Carter's renomination and helping as never before to shape the content of a national party platform. In the end, a number of the candidates we supported were swept away under a tide beyond our control. That does not invalidate the process. We have faith in it, and we'll be back. Teachers will be more determined than ever to continue their efforts in the political arena."

In one key area, NEA affiliates proved particularly effective in countering this year's otherwise conservative trend. As a highly visible component of broad-based coalitions, in six states teachers made the crucial difference in persuading voters to defeat ballot measures that would have played havoc with school funding (*see story below*).

The new Congress

While congressional candidates endorsed by NEA's Political Action Committee (NEA-PAC) won in 209 of the 278 endorsed races in the House of Representatives (a 75 percent victory record), it was a different story in the Senate. There, 16 of the 31 NEA-PAC-supported candidates went down to defeat.

Among the victims were four staunch friends of education: Senators George McGovern of South Dakota, Frank Church of Idaho, Birch Bayh of Indiana, and John Culver of Iowa. The four, all liberal Democrats, were targeted for defeat by "independent" political action organizations on the far right, which raised and spent massive sums of money to unseat them. The "National Concerned Citizens" PAC, for example, spent more on just its anti-Bayh and anti-McGovern campaigns than NEA-PAC was able to raise for all 309 of its endorsed candidates combined (*NEA-PAC endorsees are listed on page 2*).

Other senators who were supported by NEA-PAC but drowned in the conservative tidal wave include Democrats Warren Magnuson of Washington, Gaylord Nelson of Wisconsin, and John Durkin of New Hampshire.

With the Republicans taking over control of the Senate for the first time since 1954, Mr. Reagan can expect to win Senate approval of those he nominates to be Supreme

See EDUCATION, page 4

Teacher-led campaigns pay off

Voters say 'no' to most tax-cut proposals

WASHINGTON, D.C.—Politically active NEA members waged intensive campaigns this year on tax initiatives that appeared on the ballots in several states.

In six of those states—Oregon, Michigan, Arizona, Utah, Nevada, and South Dakota—teachers successfully turned back measures that would have placed lids on property taxes; in Massachusetts and Missouri, however, voters approved drastic tax limitation proposals. Association-supported tax reform measures passed in North Dakota but failed in Ohio and Nebraska.

Teachers in all 11 states used their organizational talents to form coalitions and worked closely with community groups in their efforts. In **Oregon,** Ballot Measure 6 went down to defeat by a 65 to 35 percent vote. Governor Victor Atiyeh credits the Oregon Education Association (OEA) with "leading the fight" at his request. Early in the fall he told OEA members, "I am asking more of you because you have demonstrated the organization, the skill, and the leadership to get things done." OEA had led the campaign that successfully defeated a similar proposal in 1978.

This year's coalition included firefighters, senior citizens, veterans, realtors, and business groups, but teachers were the chief behind-the-scenes strategists. Comments OEA President Leland Hall, "The fact that teachers could put together this kind of coalition and that everyone was willing to work through an OEA-spearheaded program says it all. It says that the people of Oregon appreciate the abilities of teachers."

In **Nevada,** too, teachers were instrumental in an effort to defeat Question 6—a Proposition 13 carbon copy which voters had approved overwhelmingly in 1978. (Nevada initiatives must win voter approval twice before they become law.) Nevada State Education Association (NSEA) members canvassed voters in precincts all over the state, put up more than 4,500 yard signs, handed out 45,000 bumper stickers, and raised thousands of dollars to fund a highly successful media campaign. Working with other members of the Coalition Organized for Sensible Taxes (COST), teachers scored an impressive victory: Question 6 was rejected by 58 percent of the voters.

Joyce Woodhouse, NSEA president, said, "This was the first time all public employees in Nevada have worked together to defeat something that affected them all."

Another Proposition 13-like tax-slashing proposal in **South Dakota** went down by an almost two-to-one margin. Teachers were once again key elements in a very broad coalition effort. They gave slide-tape presentations to community groups, put up yard signs, and raised money for the media campaign.

In **Utah and Arizona,** the story was the same. Utah Education Association (UEA) members took the lead in organizing to defeat two ballot proposals that could have crippled schools. If a tax lid on property passed, schools faced a loss of $120 million—plus an additional $55 million if a proposal passed that would have eliminated the sales tax on food. Polls showed that about 70 percent of the state's voters favored both proposals just three weeks before Election Day.

"Teachers, parents, business groups, and others in our coalition didn't have much time to turn that around, but we were able to do it," reports UEA Executive Secretary Daryl McCarty. "If we'd failed, it would have been a disaster for Utah schools."

In **Arizona,** voters soundly defeated a property tax cut, reversing a tide that had been running strongly in favor of the measure as recently as a month before the election. Members of the Arizona Education Association (AEA), with help from business and political leaders who agreed the constitutional amendment would be harmful to the state, waged an all-out campaign. AEA alone brought in almost half the money needed for the media blitz, staging a fund-raising campaign among school employees statewide.

A different kind of tax initiative, this one beneficial to schools, passed in **North Dakota.** Teachers there worked with farm and labor groups and helped pass a measure providing additional funding for schools as well as property and income tax relief for citizens. Measure 6 imposes a 6½ percent severance tax on oil production, with 45 percent of the proceeds earmarked for elementary and secondary education, 45 percent for property and income tax relief, and 10 percent for a permanent energy trust fund.

"We think this is a significant achievement," said North Dakota Education Association Executive Director Adrian Dunn. "The people of North Dakota were able to separate fact from fiction. In the final analysis, the voters

See TAX-CUT FEVER, page 4

Education faces new political reality

from page 3

Court justices, federal judges, or other high government officials. The chairmanships of all Senate committees will also now change parties and—thanks to the seniority system—leading conservatives will head key committees.

Sen. Orrin Hatch (R-Utah) could end up chairing a committee vital to education—Labor and Human Resources—now chaired by Sen. Harrison Williams (D-N.J.). Sen Russell Long (D-La.), who was backed by NEA-PAC and won reelection, will lose his post as chair of the powerful Senate Finance Committee; his successor will be Sen. Robert Dole (R-Kans.). Sen. Edward Kennedy (D-Mass.), one of the Senate's most liberal members, is expected to be replaced as Judiciary Committee chair by Strom Thurmond (R-S.C.).

Alluding to the conservative bent of the new Senate power structure, one moderate who won reelection, Sen. Charles McC. Mathias (R-Md.), praised teachers for their campaign efforts on his behalf and called on them to "be alert and organized" in fending off "radical attempts to change things for teachers and others" in the "difficult days ahead."

NEA agenda unchanged

Under the new Administration and Congress, achieving such long-time NEA goals as a federal collective bargaining law and one-third federal funding for the schools will not be easy. However, the Association will be redoubling its efforts on behalf of these and other legislative agenda items mandated by the NEA Representative Assembly, including defeat of tuition tax credits, enactment of national health insurance and portability for teacher retirement programs, and creation of more support for the Department of Education—which the President-Elect would like to dismantle.

As NEA President McGuire points out, "President Carter and a large number of fine leaders in the Congress—people with records in favor of government programs that serve the needs of the people—were vulnerable *this* year, in *this* election, to the onslaught of challengers who called for a return to simpler government, simpler times, and a concentration on military strength at the expense of human needs. This was an adjustment that has occurred before in our nation's elections and will occur again.

"Just as the Republican Party was written off as being 'on the edge of extinction' after the 1964 elections and again 10 years later after the Watergate scandals, so too will the rumors of the demise of progressive thinking prove false," predicts McGuire. "The pendulum will eventually swing back."

Even now, education has some bright spots in the Senate, including Howard Baker (R-Tenn.), a major supporter of the Department of Education who is now slated to become majority leader, and Charles Percy (R-Ill.), who will head the Foreign Relations Committee. Other NEA-PAC-supported Senate incumbents who were reelected—some despite being on right-wing "hit lists"—include Alan Cranston (D-Calif.), Dale Bumpers (D-Ark.), Daniel Inouye (D-Hawaii), Wendell Ford (D-Ky.), Gary Hart (D-Colo.), Thomas Eagleton (D-Mo.), John Glenn (D-Ohio), Ernest Hollings (D-S.C.), and Patrick Leahy (D-Vt.).

Four teacher-backed candidates won in contests to fill open Senate seats: Alan Dixon (D-Ill.), Mark Andrews (R-N.D.), Arlen Specter (R-Pa.), and Christopher Dodd (D-Conn.)—who managed to trounce his conservative opponent, James Buckley.

In the House of Representatives, Democrats will retain their majority and hang on to the committee chair positions. However, several friends of education were defeated in their reelection efforts. Most notable was John Brademas (D-Ind.), the House majority whip, who sponsored the Education for All Handicapped Children Act and the law creating the National Endowments for the Arts and the Humanities.

Rep. Frank Thompson (D-N.J.), second ranking member on the House Education and Labor Committee and a strong education supporter, was defeated, as were Al Ullman (D-Oreg.), who chairs the powerful House Ways and Means Committee, and James Corman (D-Calif.), another long-time supporter of teachers.

Despite the conservative landslide, a number of strong education supporters will be returning to key committee posts. They include Jim Wright (D-Tex.), Carl Perkins (D-Ky.), Frank Horton (R-N.Y.), Paul Simon (D-Ill.), Bill Ford (D-Mich.), James Quillen (R-Tenn.), and Jack Brooks (D-Tex.).

At the state level

Legislatures across the nation have also turned more conservative as a result of the recent elections, although as this is written their makeup has not yet been fully analyzed. A look at the prospects for teachers in the legislative sessions convening in 1981 will appear in the next issue of the *NEA Reporter*. Those sessions will have an unusual national impact because of the decisions to be made on ratification of the Equal Rights Amendment and on the redrawing of U.S. congressional districts for the next 10 years. □

"Teachers have always played a key role in my campaigns," says Dennis Hertel, a former state legislator elected to the U.S. House of Representatives from Michigan's 14th congressional district. "This year my campaign manager and four of my seven city coordinators were teachers. Teachers have helped me raise campaign funds, campaigned with me door-to-door, and worked at the polls on Election Day. Without the help of teachers, I probably would not have won."

Among other NEA-PAC endorsees who credited teacher political action with helping them win are (from left) Rep. Toby Moffett, reelected for a fourth term from Connecticut's 6th congressional district; Rep. Julian Dixon, who won a second term representing California's 28th congressional district; and Arlen Specter, a district attorney newly elected to the U.S. Senate from Pennsylvania.

Voters' tax-cut fever subsiding?

from page 3

made a decision to ask the oil companies to pay their fair share of taxes."

In **Michigan,** teachers helped defeat a major tax-cut package, the Tisch amendment, that would have wreaked havoc with the schools and other public services. Governor William Milliken said the cuts would have closed state colleges and mental hospitals and forced the layoffs of more than a third of the state's workers.

While expressing relief that the measure failed to win voter approval, Michigan Education Association (MEA) President Keith Geiger also voiced disappointment over the defeat of another initiative that would have ended the use of property taxes to finance public education. That MEA-backed tax relief initiative, which would have shifted the burden of school funding to income taxes, would have equalized per-student spending in five years.

In **Massachusetts,** where a radical property tax–slashing measure was approved by a 3-to-2 margin, the impact on schools and other services could be disastrous. Proposition 2½ will cut the income of cities and towns by an average of 38 percent, with some localities facing a loss of up to 72 percent. Unless the legislature manages to increase aid to the municipalities, the state's teachers and other public employees may be facing a very grim future. Public schools in the Bay State are financed primarily through local property taxes, and Massachusetts has no state surplus to cushion the blow.

"The Massachusetts Teachers Association (MTA) will seek a meeting with Governor Edward King and the legislative leadership to develop a sensible course of action to comply with the law while, at the same time, pursuing all possible avenues to protect the rights of every teacher," pledged MTA President Carol Doherty. "It is vitally important that collective bargaining contracts are honored and that no one's rights are violated because of this new law."

MTA, which spearheaded the anti-2½ campaign, waged an 18-month fight and organized opposition in every part of the state. MTA teachers also raised more campaign funds than any other single organization. But the bottom line was that the campaign was bucking a strong anti-tax sentiment that would not be denied. Massachusetts ranks number one in the nation in average effective property tax rate, with a tax 70 percent higher than the national average.

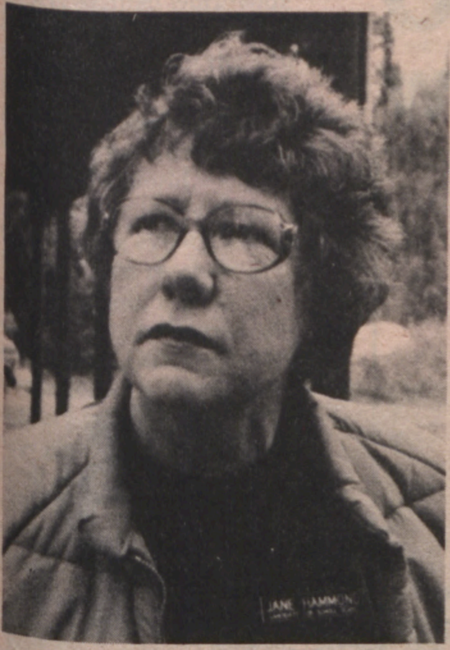
In **Ohio,** voters turned down a controversial proposition aimed at providing new revenues through increased taxes on corporations and persons earning more than $30,000 a year. Despite support by the Ohio Education Association and labor groups, the measure was defeated as a result of vehement opposition by the Ohio Manufacturers Association.

And in **Nebraska,** a proposed constitutional amendment that would have forced the legislature to reduce public education's reliance on property taxes was defeated. The amendment was backed by the Nebraska State Education Association.

Finally, in **Missouri,** a proposal to limit state and local tax increases to the growth in personal income was approved by voters. The measure will also require voter approval for taxes to be increased at the state or local level. Missouri NEA campaigned against the proposal.

In virtually all of this year's statewide campaigns, whether to defeat crippling tax-cut proposals or to pass responsible tax reform measures, NEA lent support to its affiliates, providing staff and financial assistance. □

Two former Alaska teachers win school board seats



Top priorities for newly-elected Kenai school board member Jane Hammond are curriculum revision and securing extra pay for teachers involved in elementary school sports programs.

ANCHORAGE—The numbers are still small, but the phenomenon of teachers running for—and winning—election to school boards seems to be spreading around the nation.

The new trend made headlines here recently as two former teachers, both very involved in NEA-Alaska activities before their retirement, were elected to school boards on the same day. Both were the top vote-getters in their races.

Jane Hammond, an active member of the Kenai Peninsula Education Association prior to her retirement three years ago, says she entered the race because she wants to get more public participation in school board decisions. "We need to keep the public more aware of what the board is doing," she said, "and get their input before decisions are made—rather than after the fact."

Running against nine other contenders for two seats on the board, Hammond received 48 percent of the total vote.

Newly elected Anchorage school board member Viola Schellenberg, 68, ran a campaign that stressed her 47 years of teaching and counseling experience, 25 of them in Anchorage. Although she says "after that many years in the classroom, I still feel like a teacher at heart," Schellenberg pledges impartiality and promises to consider all points of view.

That, says Anchorage Education Association president Lori Sears, is all teachers expect from the former colleague they helped elect. "Nobody listened to us on the board last year," recalls Sears, who was jailed along with Schellenberg and other Association leaders during the bitter fall 1979 Anchorage teacher strike.

Asked why she entered the race, Schellenberg says, "Morale is very low throughout the whole district, and I want to try and help raise it." She will be working to reduce class size and to see that more education tax dollars are spent "on the child in the classroom." □

"Vi is the only candidate in her race who doesn't need to be trained." That slogan helped retired teacher Viola Schellenberg win a seat on the Anchorage school board.

J.P. Stevens boycott lifted

ROANOKE RAPIDS, N.C.—The Amalgamated Clothing and Textile Workers Union (ACTWU) and the J. P. Stevens Company reached a historic national settlement in October, ending a 17-year struggle by textile workers over the basic right to be represented by a union. ACTWU leaders have agreed to end the national consumer boycott of Stevens' products—a boycott which NEA had urged its members to support.

The new union contract covers some 3,500 workers at textile mills here and in High Point, N.C., Allendale, S.C., and West Boylston, Ala. It gives employees fundamental protections and benefits including seniority, arbitration, a grievance procedure, shop stewards, and safety committees.

The workers will also get a retroactive hourly pay increase of 19.35 percent and will receive a total of $3 million (about $1,300 per full-time worker) in back pay.

The 2½-year agreement is being hailed as the start of a new life of dignity and security for the textile and apparel workers of the South. J. P. Stevens officials had vowed for almost two decades that they would never sign a collective bargaining agreement. The ratification came more than six years after Stevens workers chose the union in an NLRB-supervised election at the seven plants here; that battle was the inspiration for the award-winning movie "Norma Rae."

The agreement provides that in the next 18 months, Stevens must offer the same basic contract to workers in any of its 70 non-union plants who organize a union that is certified by the NLRB. ACTWU agreed not to "single out Stevens as its primary organizational objective in the textile industry," but the union's general officers vowed to continue a dynamic organizing campaign in the non-union plants. □

New law restores Social Security benefits

WASHINGTON, D.C.—The Social Security Administration will automatically restore lost benefits to teachers and other beneficiaries adversely affected by 1977 changes in application of the retirement earnings test which is used to compute monthly benefits.

Under a new law just signed by President Carter (PL 96-473), people entitled to restoration of benefits will receive what they lost in 1978, 1979, or 1980 as soon as they file their annual earnings reports for calendar year 1980. The money due them will be included in early 1981 Social Security checks.

Many teachers lost up to six months of benefits under the 1977 law, which abolished the monthly earnings test except for the initial year of retirement. After the initial year, Social Security beneficiaries are subject to an annual test. NEA lobbied intensively for correction of the unintended effects of the 1977 legislation.

Social Security officials say the restoration of benefits can be done automatically because a computerized record of benefit denials has been kept. Individual hardship cases can be handled manually by local Social Security offices. □

Notice of political activity rebate procedure

A nonmember of NEA who is required to pay an agency shop, fair share, or similar fee which is equivalent to dues of members to an NEA affiliate is eligible to receive a rebate of that portion of the fee which otherwise would be used by the NEA for political activity.

As used herein, the phrase "political activity" means (1) the administration of the NEA's independent political action committee (*i.e.*, NEA-PAC), (2) the determination and/or publicizing of the NEA's preference for a candidate for political office, (3) efforts to enact, defeat, repeal, or amend legislation which is not related to the working conditions (legislation establishing collective bargaining, professional negotiation, or some other system of employer-employee relations shall be deemed related to working conditions), welfare, or working environment of employees represented by the NEA and/or its affiliates, or (4) contributions to charitable, religious, or ideological causes.

Request for rebate

A nonmember may request a rebate by sending a written communication to:

Political Activity Rebate
Office of State Relations
National Education Association
1201 Sixteenth Street, N.W.
Washington, DC 20036

The communication must include a statement by the nonmember that he or she is not a member of the NEA, objects to the expenditure by the NEA of any portion of his or her fee for political activity, a request for a rebate, and the following information: (1) the name and address of the nonmember; (2) the position in which the nonmember is employed; (3) the name of the NEA affiliate which is the nonmember's collective bargaining representative; and (4) the amount of the fee which the nonmember is required to pay to the collective bargaining representative for the membership year in question. The communication must be postmarked not more than thirty (30) days after the nonmember paid any portion of the fee to the collective bargaining representative, or the posting of a Political Activity Rebate Notice by the collective bargaining representative, whichever is later.

The amount of a nonmember's rebate is determined by multiplying the amount that he or she is required to pay to the NEA during the membership year in question by the percentage of the NEA budget which is expended for political activity during that year. A preliminary determination has been made that during the 1980-81 membership year 10.28 percent of the NEA budget will be expended for political activity. After the membership year has ended, a final determination will be made on the basis of the amount actually expended for political activity. Each nonmember who requests a rebate will be notified in writing of the amount to which he or she is entitled and the procedure for payment.

If service fees charged to nonmembers are established at an amount less than regular dues and the difference is greater than the actual rebate, the full rebate will be considered to have been paid to the nonmember by virtue of the reduction. If the difference is not greater than the rebate, nonmembers will be entitled only to that portion of the rebate which exceeds the difference between regular dues and the reduced fees. □

Minority women and the ERA

NEA NEWS OF SPECIAL CONCERN TO NEA MINORITIES AND WOMEN
HUMAN RIGHTS REPORT

'If ERA fails, it may be a signal to discontinue the pursuit of equality for all people'

RALEIGH, N.C.—*Addressing a recent ERAmerica Women of Color Conference here, NEA Secretary-Treasurer Mary Hatwood Futrell spoke out on the need for women of every race to continue to work for ratification of the Equal Rights Amendment:*

"For me, as for other women of color, the critical fight against discrimination must include sex discrimination if the conditions that have handicapped our communities, especially black families, are to be overcome. . . .

"Women need not be put on a guilt trip because they support the Equal Rights Amendment and are charged with selfishly 'stepping on their menfolk.' We are not stepping on them, nor will we any longer step behind them. We will step side by side with our men to bring about equality for men and for women—once and forever. . . .

"What is ERA? It is a very simple and very eloquent statement about equality, but a powerful statement. Powerful enough to bring forth a tidal wave of lies and myths. Powerful and open enough to build an emotional opposition to which I can only compare the civil war between the states. . . . Changing attitudes, affirmative action, and the courts have done much to remove inequities against women and minorities. But these can change like the blowing of the wind—the direction is difficult to detect. Women of color as well as white women need a more permanent means of protection. We need to be included in the Constitution of this nation. . . .

"We will not be discouraged; we will not go away or be turned away. We will continue to be involved. Minorities will not be window dressers for the cause. Our role must be meaningful and the concerns of our people must be addressed by the movers and shakers in the ERA movement, but first we have to make our support more visible. . . .

"As participants in the ERA movement, women of color have not always fared well. There is distrust between women of color and white women. It has been said that the movement ignores the concerns of the minority community and the issue of equality is being used to exploit women of color. All are legitimate concerns. However, concerns they will remain if we do not sit down and talk to each other; if women of color are not in the forefront strategizing with white women to win equality. If we do not deal with issues like racism, poverty, prison reform, equal pay for equal work, jobs, sexual harassment, housing, health care, and education, then all of our children —those we have now and those of future generations—will continue to suffer under increasing inequalities of justice. . . .

Black, Asian, First American, and Hispanic women must play a wider role in the drive to ratify the Equal Rights Amendment, NEA Secretary-Treasurer Mary Hatwood Futrell stressed in a radio interview following her speech to the first ERAmerica Women of Color Conference.

"Opponents to ERA are well organized, well financed, and use sophisticated publicity to spread myths, lies, and fear about the amendment. We must not let equality succumb to innuendo, hate, and fear tactics. If ERA fails, it may be a signal to discontinue the pursuit of equality for all people. . . .

"Whether we are brown, black, yellow, or white, we need ERA to move us forward in our struggle, in our fight against discrimination. ERA is a bread and butter issue. It is employment and child care facilities. It is the right to work free of sexual harassment. It is the right to own a home and acquire credit. It is the right to earn an equal salary for equal work. It is your right.

"Inequality anywhere is a threat to equality everywhere." □

Associations take stands against

Sexual harassment on the job

WASHINGTON, D.C.—Increasing numbers of local Associations are now writing language concerning sexual harassment into teacher contracts, or developing separate policies in this controversial area.

As employers themselves, local, state, and national Associations are also committed to ensuring that their own employees have a work environment that is fair, humane, responsible, and free from unsolicited and unwelcome sexual overtures. NEA recently issued to its employees a formal policy statement defining sexual harassment and outlining a special procedure available to those who may be reluctant to process complaints of this kind through regular grievance channels.

NEA's definition is that of the Equal Employment Opportunity Commission (EEOC): "Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment." □

Student NEA launches ERA ratification push

WASHINGTON, D.C.—The Student National Education Association (SNEA) has set ratification of the Equal Rights Amendment as its top priority for the current membership year.

"Potential teachers realize that the entire teaching profession suffers from the effects of sex discrimination," says SNEA President Carol Kroll, a physical education major at Miami University in Ohio. She notes that when teachers demand salaries in keeping with what they could earn in the private sector, "the public continues to tell us that we're 'second income' people, women whose salaries are viewed as a 'hamburger helper' to those of their husbands."

SNEA's 40,000 members on college campuses around the nation will be launching intense lobbying and public information campaigns in an effort to get the ERA ratified by the June 1982 deadline. The 200 student delegates to SNEA's annual convention in Nashville in January will receive ERA organizing training so that they in turn can train other members in their own states. □

Far-flung schools to come into U.S. Education Department

OVERSEAS TEACHERS: worldwide election ahead?

WASHINGTON, D.C.—An unprecedented worldwide bargaining representation election may be in the offing this spring for teachers of American overseas dependents in more than 20 nations around the world.

Nor is the likely election the only big event looming for the 7,000 teachers in this unique school system. In October 1981, the teachers and some 3,000 administrative, clerical, and other overseas school staff will get a new employer, as management of the 277 schools shifts from the Department of Defense to the new Education Department.

Some 80 percent of the teachers are already represented in collective bargaining by the NEA-affiliated Overseas Education Association (OEA). The Association hopes to win the right to represent them all in the upcoming election. As we go to press, the question of whether the new bargaining unit is to be worldwide or regional remains before the Federal Labor Relations Authority. The American Federation of Teachers' overseas affiliate (OFT), which represents about 1,000 of the teachers, and AFT-Panama, which represents about 450, have argued for regional units. At present the units are fragmented, with representation decided on a school-by-school basis in some areas.

OEA: a unique animal

The Overseas Education Association (OEA), headquartered at NEA Center here, is a unique hybrid within the local-state-national NEA structure. It is a "state-level" affiliate—one of the smaller ones in membership, but certainly the largest in area—which bargains with the federal government in Washington. OEA has some 70 locals, such as the 255-member Northeast Asian Teachers' Association in Japan and the 178-member Frankfurt Education Association in Germany. Yet all OEA members, whatever their location, are considered employees of one school system—the tenth largest in the U.S. in total student population (140,000).

The small but vocal OEA delegation to the annual NEA Representative Assembly usually draws a few perplexed looks from other delegates—and the inevitable question, "Do any of you speak English?"

Teachers in the overseas dependent schools must be U.S. citizens with at least one year of prior teaching experience. They teach American students in very consciously

American schools usually located on military bases abroad. The largest number (over half the schools and teachers) are in West Germany, followed by the United Kingdom. Depending on their location, every summer or every other summer the teachers get two months of home leave at government expense.

As revealed in a recent NEA survey, OEA members experience the same problems and frustrations as other American teachers—with the possible exception of discipline, which tends to be less of an issue because of the strict military atmosphere in which most of their students are brought up. Reflecting the relative youthfulness of today's military families, 212 of the 277 schools in the overseas network are elementary schools. The 65 secondary schools are replete with intramural sports, homecomings, clubs, yearbooks, and all the other typical stateside school activities.

Yet each school also offers a unique teaching environment. "If you want to visit a foreign country, take a walk down the block," as one of the teachers puts it. Normally one locally hired "host nation" teacher per school teaches the local language and culture.

School buildings themselves range from permanent, ultramodern structures to airplane hangars, hospitals, barracks, and quonset huts temporarily converted to classrooms when a sudden influx of troops arrives. A spirit of adventure and flexibility are basic requirements for overseas teacher survival.

OEA members initially had some anxiety about being brought under the new Education Department, fearing they would no longer have access to the military facilities and services they need on a daily basis. These fears were encouraged by the Overseas Federation of Teachers, which—like its parent organization, the AFT—opposed creation of the new agency and fought to keep the schools under Defense.

Acknowledging members' concerns, OEA lobbyists in Washington drafted language safeguarding all existing rights, practices, and international agreements affecting overseas teachers and got it written into the Department of Education Organization Act.

Recent amendments to another federal statute call for the election of a first-ever "advisory council" for each overseas school and each base, to advise the principal(s) on budget, curriculum, and school operations. Half the council members must be parents, the other half school employees—chiefly teachers. Students will also be represented where appropriate. Until now the schools have been run solely by the principal—or in some cases by the base commander—under heavy layers of impersonal bureaucratic machinery.

The amendments also establish a National Advisory Council on Dependents' Education, which will consist of 12 members appointed by the Secretary of Education, including several teacher representatives. The Council is expected to advise the Secretary on general policies concerning curriculum and administration, and also on how best to effect an orderly transfer of the schools from the Defense Department to the Education Department.

Speaking on behalf of the Overseas delegation in debate on the floor of the NEA Representative Assembly is Jack Rollins, who teaches social studies and business to American dependents at Misawa High School in Japan but is currently serving as full-time president of the Overseas Education Association.

Better times ahead?

The dependents' school system, which dates back to 1946, has been a sort of low-priority stepchild of a huge military establishment whose attention is focused elsewhere. The schools have tended to be viewed as a "necessary inconvenience" which nonetheless no one in the Defense Department wanted to give up. Teachers are optimistic that the move into an agency whose sole business is education will mean more visibility, more links to other educators, improved instructional conditions at the building level, a new emphasis on teacher rights, and an end to teachers' "third class citizenship" on the bases.

Overseas school employees will account for almost two-thirds of the Education Department's total staff (though less than 4 percent of its budget). As part of the new agency, the schools will also move under the jurisdiction of a different set of congressional committees, whose members can be counted on to ask more education-related questions of top management at budget time.

The Education Department is expected to take a much stronger stance than Defense has on such matters as education of the gifted and handicapped, vocational education, and affirmative action in the overseas system. Under Defense, the system has chalked up one of the worst affirmative action records in the entire federal sector, with minorities accounting for only 8 percent of the total staff and hardly any of the school administrators. There are only 50 black males among the entire 7,000 teaching staff, and women have fared poorly in promotions to administrative positions.

Affirmative action workshops for OEA members were conducted in Stuttgart and Frankfurt, Germany, this fall by NEA Executive Committee member Judith Owens of New Jersey. Recent appearances of other top NEA leaders and staff at OEA meetings abroad are all part of a new push to integrate overseas members more fully into the NEA "family" than ever before.

NEA has put out a call to all state Association presidents to invite overseas teachers who are back in the States for the summer to attend their summer leadership conferences. A score of state affiliates have also expanded their mailing lists to include overseas teacher leaders who hail from their states, recognizing that these teachers retain an interest in education happenings back home—especially in such areas as changing teacher certification requirements.

See OVERSEAS, page 13

Association-funded legal battles defend teacher rights

In Alabama, Colorado, Ohio, Texas, and elsewhere, teachers and college faculty members have won victories recently in First Amendment and other court cases financed by their state associations and the NEA DuShane Fund under the Unified Legal Services Program.

Texas teacher wins $71,000

HOUSTON—A La Grange, Texas, home economics teacher, Melanie Peck, was awarded more than $71,000 for back pay, emotional stress, and injury to reputation by a jury that said her constitutional rights had been violated when her school board dismissed her for circulating an Ann Landers questionnaire.

Peck passed out the survey on dating and sexual behavior during a class discussion on family relations; she stressed to her students that completing and signing the form were optional. The superintendent fired her after receiving one survey anonymously from a "concerned parent," and the school board upheld the termination.

Peck's suit charged that the board's vague policy against sex education violated 14th Amendment due process protections; it also claimed her First Amendment rights had been violated since she was denied "a substantial right to freedom of expression in the classroom."

In addition to the financial settlement, Peck's attorneys expect her to win reinstatement—a decision which now rests with the district court judge.

Nontenured teacher's rights reaffirmed

DENVER—The Colorado Supreme Court has upheld a jury verdict that a nontenured teacher cannot be fired because of his Association activities and has awarded Durango math teacher John Thorpe $11,000 in damages.

The school board admitted that Thorpe's activities as a member of the Durango Education Association were taken into account when the decision was made not to renew his contract for the 1976-77 school year. Charging that his Association activities were constitutionally protected, he filed suit against the school board.

Judie Edwards, chair of the Colorado Education Association (CEA) Educator's Defense Fund, says, "This decision says that a nontenured teacher cannot be nonrenewed in retaliation for activities protected by . . . the First and 14th Amendments. . . . It means that nontenured teachers need not fear for their jobs because they want to join their local Association and become active in it. This is a monumental advancement of teacher rights in Colorado."

Ohio teacher advocate wins free speech case

CINCINNATI—The Sixth U.S. Circuit Court of Appeals has ruled that a Columbus, Ohio, school principal had no right to enter a letter of reprimand in the personnel file of an Association building representative for "zealous advocacy" on behalf of a member.

After two meetings with building rep Andrew Meilton about the treatment of another teacher, the principal placed in Meilton's file a letter accusing him of "unprofessional conduct" during the sessions. Meilton filed suit to have the letter removed and argued that the school district had violated his rights to free speech.

The district court rejected the argument, but the appeals court reversed that opinion. According to the latest ruling, since "one cannot separate Meilton's zealous advocacy from his role as a union representative," his actions were constitutionally protected unless the administration could prove that its interest in the efficient functioning of the school outweighed Meilton's First Amendment rights. The letter will be removed from Meilton's file.

Backed by NEA and the Ohio Education Association, faculty representative Andrew Meilton went to court to get a letter of reprimand removed from his personnel file. He had been accused of "unprofessional conduct" in two meetings with his principal on behalf of another Association member.

Alabama professor's free expression upheld

NEW ORLEANS—Criticism of Alabama's Troy State University by assistant professor Nicholas D'Andrea was protected by the First Amendment, according to a recent ruling by the Fifth Circuit Court of Appeals. The court decision supports a jury verdict that the institution violated D'Andrea's rights of free speech—a conclusion the trial judge had disagreed with and rejected.

After D'Andrea made the comments to state officials who were preparing for a legislative budget hearing, his geography program was terminated. He filed suit, charging that the action was taken in retaliation for his negative statements.

Demand for his course later prompted the university to reinstitute the geography program and rehire D'Andrea, but he continued to seek injunctive relief from future threats to his constitutional rights. The Fifth Circuit has instructed the lower court to provide D'Andrea with attorney's fees and expenses.

Montana school boards sued

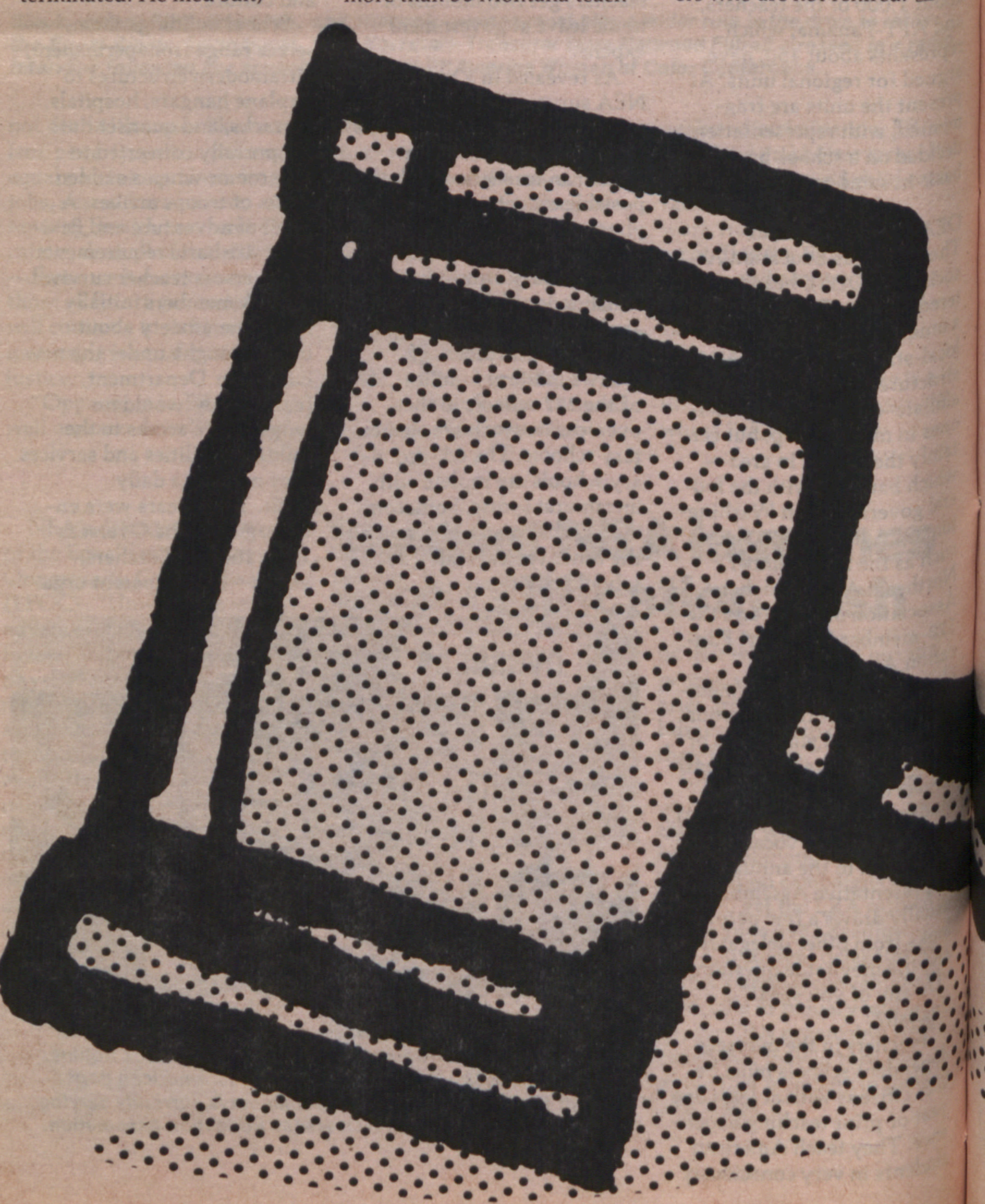
HELENA—The Montana Education Association (MEA/NEA) has filed suit in state district court here against the Montana School Boards Association and every school board in the state, in an attempt to put an end to the dismissal of nontenured teachers for vague reasons.

The class action suit says more than 50 Montana teachers have been given totally inadequate reasons for their nonrenewal, such as being told only that the school board wanted "to find a better teacher" or that a different teacher "would better meet the needs" of the students.

A 1973 amendment to the state's tenure law requires school districts to furnish a written statement of reasons for termination if the teacher requests one. MEA President John Board says school boards, as advised by their statewide organization, have circumvented the intent of this legislation by offering only exceedingly general reasons.

In 1976 the state superintendent of public instruction ruled that telling a nontenured teacher only that a better teacher could be found for his or her position was not sufficient explanation. "This statement could be made of every teacher in Montana except one—the teacher who is better than all the rest," she said, adding that the law required more specific reasons to be spelled out. However, school boards have not complied with the state superintendent's directive.

MEA is seeking to have the court force school districts to give "in-depth, specific" reasons to nontenured teachers who are not rehired. ☐



One teacher's story moves others to write

BREVARD, N.C.—The October 1980 *NEA Reporter* carried a first-person account of the case of Jolene Prewit-Parker, a nontenured high school English teacher here who was given no reason for her nonrenewal in the spring of 1979. Supported by the North Carolina Association of Educators and the NEA, she has filed suit against her county school board challenging the dismissal.

The case is generating an enormous amount of publicity here and in the surrounding communities. Outraged over the school board's high-handed tactics, parents from around Transylvania County banded together before the November election in a campaign to unseat two board members who had refused to support Prewit-Parker in the dismissal hearing. This ouster drive was successful: the two were turned out of office while the one board member who had tried to stand up for the teacher was reelected.

As a result of the *Reporter* article, Prewit-Parker has received a flood of supportive mail from around the nation—much of it from young ex-teachers reporting their own similar unexplained dismissals. The following are excerpts from some of the letters. Elsewhere on this page, Jolene Prewit-Parker responds.

'Dear Jolene,'

I, too, am an English teacher with three years' experience and no job. I, too, watch the school children on the way to school and feel lost without a class to teach. I, too, have searched for work with no luck because my contract was not renewed by my former employers.

My story is really too long and involved to go into, but I am not letting the matter drop. The Arkansas Education Association has provided me with a lawyer who has filed the case in federal court. Although almost everyone who knows the details of this case is on my side, I have received criticism for not just gracefully bowing out and letting the matter drop.

Not letting this injustice drop is something I feel very strongly about, and I applaud you for doing the same thing. If cases like mine and yours go through court without a reversal of decision, then all probationary teachers are fair game for the firing whims of any school board. We cannot just sit back and let school board members who know next to nothing about education get rid of dedicated teachers.

Nancy Cox
Russellville, Arkansas

I admire your gumption. You have what it takes to grow past those negative assumptions and avoid a lifetime of "if only . . ." and "what if . . . ." I hope the next issue has your success story in it.

Barbara Coyne
Rock Island, Illinois

My case is very similar, only I wasn't renewed due to "incompetency and neglect of duty." I wasn't competent at $20,000, but I was suddenly competent at $8,000 as a four-hour teacher. This year I'm paid for four hours, but I'm doing the work of a half-time teacher. . . . They want my skill and expertise but they don't want to pay.

Lincoln, Nebraska

All people have setbacks from time to time. It is not the setback that makes the difference, but how we let it affect us. I hope that in the very near future you will be able to see this for what it is and realize that it does not diminish your worth as a person nor your value to society.

There is a great big beautiful world outside of that town in western North Carolina—decide what part of it you want and take those same talents that made you the enthusiastic educator you describe yourself as being and go out and make your life what you want it to be!

Barbara Shaw Sneed
Ozark, Alabama

I wonder if you were fired so the school board could save some money. It's cheaper to hire a new, first-year teacher than to keep a fourth-year teacher. I wish you the very best of luck. Hang in there. Teacher evaluations and tenure laws need to be changed. Your experience could very well be a means to that end.

Carol Hupp
Denver, Colorado

I wish you luck in your court suit—and furthermore, I wish you success.

I am getting along in years now and have seen many advances in teachers' rights. I know that inequities still exist. I was fired from several teaching jobs, myself, but I usually at least knew the reason. But others in similar situations did not know the reason.

I offer no advice—only empathy. Keep your chin up.

John Schwartz
Niagara Falls, New York

Your article really hit home because the same thing happened to me. I'm 27 years old, and the 1979-80 school year was my first year as a teacher. I taught vocational agriculture and will complete my master's this spring.

In our state the school board has until May 15 to let you know if they will renew your contract. In my case all went well until May 11, when the superintendent and the principal called me in and told me I would not be renewed.

I chose to go through the hearing I was entitled to, but in this small town the board had its mind already made up. I hired a lawyer and am in the process of appealing.

I'm not a member of the Washington Education Association. I wish I had joined. NEA at this point is not backing me as they are you.

Good luck with your case.

Erik L. Hopp
Oroville, Washington

Jolene Prewit-Parker responds:

"In October of this year, 17 months after my dismissal, a superior court judge ruled that since my trial would cause many teachers to be absent from their classrooms, the case should be postponed until the summer of 1981. Needless to say I was quite distraught. But just when my morale was at its lowest, I began to get letters from teachers all over the United States who had read my story, encouraging me to continue my fight against the Transylvania County school board.

"Many of the teachers who wrote had been confronted with similar problems and could empathize with my feelings of hurt, of uselessness, of rejection and disgust. Some of the writers had become embittered by their ordeals and vowed never to teach again. I could easily identify with this reaction, for I have only recently realized that the ability to teach is a gift given to very special people who possess patience, perseverance, and an ability to make others learn and understand that which is unknown to them. One or two school board members may succeed in temporarily stopping your zest and enthusiasm for teaching, but they can never take away this God-given talent.

"I have been very impressed with the North Carolina Association of Educators (NCAE) and the NEA for their genuine concern; their moral and financial support has been unlimited. From firsthand experience I can vouch for the necessity of belonging to these organizations.

"I'm not only fighting the decision of two board members, but the entire local political machinery as well. Without the boundless support and encouragement of my family, friends, former students, and colleagues at Brevard High School, I would never have had the determination and stamina to wage a private battle against such a powerful group. Was it just bad luck when I couldn't obtain employment in any capacity in the county? Is this elite group so affluent they thought I could be forced to leave town simply because I lacked their blessings to stay?

"Like all of you who have written, I have similar speculations as to why I was fired. By replacing me with a first-year teacher without a graduate degree, the county could save money. Whatever the reason, I cannot help but wonder why the school board chair remained silent during the 2-to-1 vote against me . . . and why an absent member, after promising to correct the situation at an emergency meeting the following week, fidgeted in his seat, eyes downcast, ashamed that he lacked the fortitude to second the motion of another member to reinstate me. How are all of these things connected, if not through political pressure? I cannot help but wonder whose toes I stepped on, or why I should be chosen as an example, a scapegoat.

"In April of this year I was married to a businessman in Brevard, Bill Parker, who also has business interests in Freeport, Grand Bahamas. We are spending most of our time here in the islands, and I have begun writing a historical romance novel about the Bahamas in the early 18th century. My heart is no longer filled with malice toward the housewife and doctor who hurt me—only pity, for such closed-minded people must lead miserable existences.

"Even the gnawing desire to 'get even' has disappeared; it has been replaced with an urgency to discourage, through legal means, the reoccurrence of such blatant actions against a future probationary teacher who may lack the conviction and strength to stand up for what is right. It may take another two years for justice to prevail, but I have no intention of giving in. For too long, teachers have been viewed as a gutless lot, and it is time we banded together to protect our rights."

Jolene Prewit-Parker

NEA AFFILIATES IN ACTION

OHIO: Boardman teachers spend weekends in jail

YOUNGSTOWN—Sixteen teachers in the suburb of Boardman now spend their weekdays in the classroom, their weekends in jail. These members of the Boardman Education Association, an NEA/Ohio Education Association affiliate, were sentenced to spend five consecutive weekends in Mahoning County jail for ignoring a back-to-work order during their 27-day strike this fall. In addition to the jail sentence, they have been fined $500 each.

The strike, which was the first in the community's history, was settled October 15 when the membership ratified a two-year contract. But before it was over, 16 of the 290 teachers on the picket line were cited for contempt of court.

Teachers go about their duties as usual during the week, then head for jail on Saturday and Sunday, where they are locked up from 8 a.m. to 8 p.m.

"The teachers are taking it very courageously," reports UniServ Representative Connie Hall. At the hearing before Common Pleas Court Judge Clyde Osborne, she said, the 16 pleaded the Fifth Amendment rather than name other teachers on the picket line. "They were well aware of the ramifications," Hall added. "They stood up to the threats and simply refused to incriminate other teachers."

Each weekend, about 200 supporters—families, friends, and teachers from the area—gather at the courthouse early, before the teachers are herded into jail. A contingent stays there keeping vigil all day to boost teachers' morale; then the whole crowd assembles again before the teachers are released each night.

Letters of support for the Boardman teachers have poured in from education associations around the state, as well as from a Teamsters local and a building trade union. The United Auto Workers local sent a $500 check and challenged other groups to match or beat that contribution. □

Boardman teachers Maggie Wellington (top, left) and Janet Esarco wait out the last few minutes of their Saturday jail sentence as (below) supporters gather outside the county courthouse.

NORTH CAROLINA: NCAE/NEA wins landmark bargaining election

FAYETTEVILLE—Teachers at the Fort Bragg army base here became the first teachers in the state to gain collective bargaining rights when they voted overwhelmingly in October to have the Fort Bragg Association of Educators (FBAE) represent them in contract negotiations. FBAE is an affiliate of the North Carolina Association of Educators (NCAE) and the NEA.

The Association received 143 of the 225 votes cast, compared to only 75 for the American Federation of Teachers local. Seven votes were cast for "no representation."

"Our members simply said what we have known all along—that they want the NCAE unit to represent them and to help them as they go about the task of teaching children," said NCAE President Loretta Martin. The only surprise in the election, she added, was the small number of votes for "no rep." The vote "clearly indicates that Fort Bragg teachers understand the bargaining process and are ready to embark on it," Martin said.

State law forbids public agencies to sign collective bargaining agreements with employees. A recent ruling by an administrative law judge, however, says teachers on military bases are federal employees and have the right to bargain collectively. The election was conducted by the Federal Labor Relations Board.

Preparations for bargaining are now under way, reports FBAE President Judith Nixon. Association leaders are consulting with NEA's Overseas Education Association, which has had years of experience in bargaining for teachers under the same federal statute.

Teachers here are optimistic that the bargaining process will lead to improvements in basic personnel policies concerning fringe benefits, posting of vacancies, and due process in dismissals.

Fort Bragg is certain to be watched with great interest throughout the state. Collective bargaining is feared and misunderstood by North Carolina's political and business leaders, and successful bargaining on the base could help disprove many of the myths that exist about the process. □

AROUND THE U.S.: Associations win nation's best teacher salary schedules

WASHINGTON, D.C.—Determined to help members catch up with inflation, NEA affiliates have been scoring significant teacher pay increases—at the bargaining table or in the legislature. Many state Associations report average salary gains of 10 percent or more between 1979-80 and 1980-81.

The nation's leading teacher salary schedules are now in the $14,000-$16,000 (B.A. minimum) to $30,000 (nondoctorate maximum) range. Michigan reports eight districts in this range (Allen Park, Flat Rock, Grosse Ile, Lincoln Park, Plymouth, River Rough, Riverview, and Romulus). Arizona has one (Page), as do Colorado (Eagle County), Iowa (Area Education Agency #7), New Jersey (Closter), Washington (Everett), and Wyoming (Rawlins).

Major cities in the East where the American Federation of Teachers holds bargaining rights have all fallen behind neighboring Association districts in teacher pay.

Nationwide, the mean (arithmetic average) B.A. minimum on the more than 3,700 current-year salary schedules now in the NEA computer is $10,989. The mean nondoctorate maximum is $20,853. NEA Research estimates that more teachers are on the ninth step of a salary schedule than anywhere else; mean salary for that step is now in the mid-teens.

A special case, as always, is Alaska, where high teacher pay scales reflect a cost of living that is about 25 percent above that in the rest of the country. Several small Alaska districts report current B.A. minimums over $20,000 and nondoctorate maximums near $40,000. Highest schedule of all is in Alaska's 30-teacher Cordova school system, which pays a B.A. minimum of $30,400 and a nondoctorate maximum of $42,436. □

MINNESOTA: Association triumphs at UM-Duluth

DULUTH—After seven long years of struggle, some 300 faculty and research assistants at the University of Minnesota campus here are finally preparing to sit down at the collective bargaining table.

They opted for bargaining in an election last May but failed to decide which organization would represent them. Now, in a runoff election this fall, an NEA/Minnesota Education Association affiliate has outpolled the local American Association of University Professors chapter by 155 to 118, winning a clear 57 percent majority of the vote.

Major issues prompting the move toward collective bargaining here have been the erosion of faculty salary, benefits, and decision-making power. The campaign for bargaining dates back to 1973; the university board of regents had used every possible stalling tactic to delay the inevitable.

In light of the seven years it took just to get an election, "One wonders how long it will take to negotiate a first contract," muses UM-Duluth Education Association President Jim Nelson, who heads the mathematical sciences department here. He points out, however, that under Minnesota's bargaining law for state employees, if after 135 days of negotiation the parties are at impasse, the faculty can legally call a strike.

The language of that law also provides that faculties at the University of Minnesota's other "outstate" campuses may now opt to become part of the UM-Duluth bargaining unit. Favorable votes are expected by the end of this academic year at the Waseca and Crookston campuses. main (Twin Cities) campus, with over 2,200 faculty, is as yet unorganized, although efforts are under way.

Faculties at all other public higher education institutions in Minnesota are already represented by statewide MEA/NEA affiliates in the community college and state university systems. □

FLORIDA: 'Back to school' campaign draws enthusiastic response

TALLAHASSEE—Responding to a challenge by the Florida Teaching Profession (FTP-NEA) and Governor Bob Graham, more than 150 politicians across the state have gone back to school for a day this fall to teach and to learn firsthand about the strengths and problems of the public schools. State cabinet officers, as well as legislators and even school board candidates, are flocking to the classrooms.

Secretary of State George Firestone and Representative Pat Thomas, who spent a day teaching in Gadsden County, voiced a need for more up-to-date materials and instructional supplies. Firestone also said, "I can really see how class size can affect the quality of instruction. With 30 students in a class, it would be very difficult."

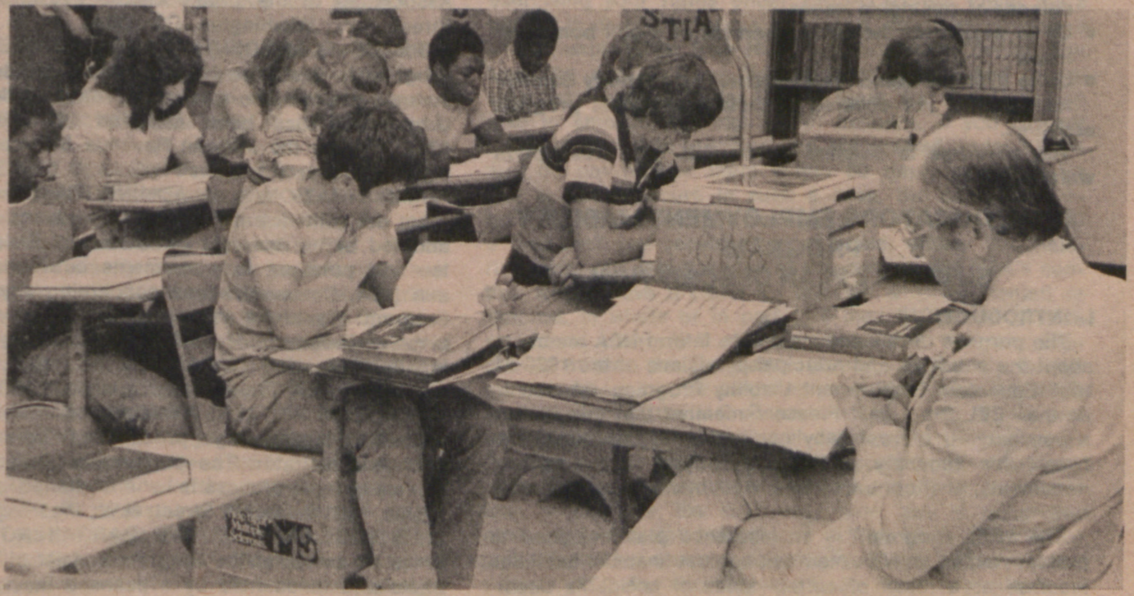
FTP-NEA legislative specialist Rick Eoff calls the campaign a success. "We believe it has changed some of the conceptions politicians had of what is happening in Florida's schools. We knew good things were happening—now they know also. And they have also learned about the situations that need changing. All in all, the back to school campaign has succeeded." □

Florida Secretary of State George Firestone helps a first grader at Stewart Street Elementary School in Gadsden County.

State Senator Pat Thomas lectures to students at Shanks High School in Gadsden County.

I've been back to school

FLORIDA'S LARGEST TEACHERS ORGANIZATION FTP-NEA



Commissioner of Education Ralph Turlington gets first-hand teaching experience in Godley High School in Leon County.

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

Plea bargaining opposed

Plea bargaining, as currently misused in Ohio and elsewhere, is not only unfair to crime victims and their families, but also serves to undermine our justice system and the public's faith in the courts.

Plea bargaining allows a defendant to plead "no contest" to a lesser charge in order to expedite court proceedings and ensure a conviction. My son and four other people were killed in a traffic accident in 1978; through plea bargaining, the negligent driver responsible got only a $1,000 fine and a 30-day suspension of his driver's license.

I have launched a crusade to persuade other state legislatures to follow the lead taken by Alaska, Indiana, and Texas to correct this kind of injustice by banning plea bargaining or placing restraints on its use in criminal cases. I would welcome phone calls or letters from NEA members interested in joining this effort.

Frank S. Simeon
738 Stewart Road
Hubbard, Ohio 44425
216/448-4663

Liberal pressure

Although I am only a third-year university student, I have spent almost four years working as a volunteer classroom aide in the public schools both in Tennessee and in California. . . .

There seems to be a great deal of pressure from the liberals to force us conservatives into accepting their stand on the issues (ERA, busing, homosexuality, etc.) in education. For years my attitude toward these issues was moderate at best, but I am rapidly developing an activist stand against them partly as a reaction against the pressure from the liberals and partly as a way of getting my views heard. . . .

There are indeed many conservative-minded persons in our ranks. . . . When will the NEA start representing our views as well as those of the liberals?

Don Holloway
Cookeville, Tennessee

Reform in an age of discontent

Teachers, attempting to improve the quality of education, have been caught up in the spirit of what might be called an educational rebirth . . . an era of reform in an age of discontent. Parents, hitherto unnoticed, unseen and unheard, are coming to the front . . . and have become increasingly aware of their role in the socialization of the child.

All too often teachers are held responsible for the academic faux pas of the graduating senior who can't read. We have become embroiled in the age-old "pass the buck" argument. . . . How much of the child's condition is the fault of the parent, how much the fault of his instructors, how much the fault of the schools, and how much the fault of the child himself?

These are questions that turn any educator's hair grey, that keep our analysts' couches hot and our administrators' hotlines busy. . . .

Patricia J. Regis
Fayetteville, North Carolina

NEA recommends...

Teachers, students, and their families should enjoy watching the following NEA-recommended television programs in the weeks ahead (*check local listings for exact broadcast dates and times in your area*):

Up and Coming—*PBS, Thursdays, 8-8:30 p.m. EST.* Fifteen-part dramatic series, now nearing the end of its first run, centers on the Wilson family (*see accompanying photo*) as it moves from a predominantly black, low-income section of San Francisco to an integrated, middle class neighborhood. Partially funded by the U.S. Department of Education. Contact your local PBS station for information about free teachers' guides and about when "Up and Coming" will begin reruns in your area. Video cassettes of the series may be purchased from Great Plains National ITV Laboratory, Box 80669, Lincoln, NB 68501.

The Kennedy Center Honors: A Celebration of the Performing Arts—*CBS, an evening in mid or late December.* Distinguished American artists to be saluted include Leonard Bernstein, James Cagney, Agnes de Mille, Lynn Fontanne, and Leontyne Price.

The Nutcracker—*CBS, Wednesday, December 24, 8:30-10 p.m. EST.* Mikhail Baryshnikov and Gelsey Kirkland star with other members of the American Ballet Theatre in this holiday classic.

The Treasure of Alpheus Winterborn—*CBS, Friday, December 26, 4-5 p.m. EST.* Premiere offering of the "CBS Children's Mystery Theatre" chronicles the hair-raising adventures of 13-year-old Anthony Monday, apprentice librarian who follows the puzzling clues left by the very mischievous, now departed Alpheus Winterborn. Introduced and narrated by "Sherlock Holmes" and "Dr. Watson." □

NEA liability plan protects classroom teachers

WASHINGTON, D.C.—NEA's Educators Employment Liability Program protects members from personal financial loss that can result from employment-related activities.

The program, at no cost to the member, protects individual teachers for up to $250,000 for each civil suit arising out of a teacher's employment, plus the cost of attorney's fees and court costs. State affiliates can purchase extra coverage up to $750,000.

The other program benefits include:

- **Up to $10,000 for the reimbursement of attorney's fees in defense of a criminal charge**
- **Up to $2,500 for the reimbursement of attorney's fees in defense of civil rights issues**
- **Up to $1,000 for the reimbursement of a bail bond premium**
- **Up to $250 for assault-related personal property damage**

All teachers are covered in their educational program activities.

The coverage is detailed in the EEL plan description which follows.

NEA EDUCATORS EMPLOYMENT LIABILITY PROGRAM
SUMMARY PLAN DESCRIPTION

I. INTRODUCTION

The purpose of this summary is to inform NEA members about the structure and principal provisions of the 1980-81 NEA Educators Employment Liability Program, referred to as the "EEL Program." Please remember that this is only a summary. If there is any conflict or inconsistency between this summary and the underlying contracts and documents, the contracts and documents must be controlling.

The "EEL Program" is an insurance plan designed to protect you, as an NEA member, against financial liabilities incurred as a result of certain kinds of accidents occurring in the course of your employment including certain costs of providing a legal defense to claims against you.

The Program is administered by NEA and its state affiliates and is underwritten by the Horace Mann Insurance Company. The entire premium for the plan is paid by NEA and its state affiliates.

This summary is being furnished in compliance with the Employee Retirement Income Security Act of 1974 (ERISA). As participants in the EEL Program, you are entitled to certain rights and protections under ERISA. These rights are summarized in Part VII of this summary.

II. GENERAL INFORMATION

PLAN NAME/SPONSOR The Plan is generally known as the NEA Educators Employment Liability Program ("EEL Program"), and is sponsored by the National Education Association of the United States (NEA), 1201 Sixteenth Street, N.W., Washington, DC 20036, for its members.

TYPE OF PLAN/IDENTIFICATION NUMBERS The EEL Program is a welfare plan providing accident liability insurance and reimbursement for attorney fees and court costs. NEA has been assigned identification number 530115260 by the Internal Revenue Service. NEA has assigned Number 523 to this Plan.

ADMINISTRATION/PLAN ADMINISTRATOR The EEL Program is administered by NEA pursuant to resolutions adopted by its Board of Directors and Executive Committee and pursuant to agreements between Horace Mann and NEA. Communications concerning any aspect of the Program should be addressed to Educators Employment Liability Program, c/o NEA, Teacher Rights, 1201 Sixteenth Street, N.W., Washington, DC 20036. The telephone number of NEA Teacher Rights is (202) 833-4267.

SERVICE OF PROCESS If legal action involving the Program is necessary, legal process may be served upon the Plan Administrator. The person designated as agent for service of legal process is Lynn Ohman, c/o NEA, Teacher Rights, 1201 Sixteenth Street, N.W., Washington, DC 20036.

TRUSTEES / COLLECTIVE BARGAINING AGREEMENT Since all assets of the Program consist of insurance contracts and funds held by a licensed insurance company, there is no trust under the Program and no trustees. In addition, the EEL Program has *not* been established and is not being maintained pursuant to the terms of any collective bargaining agreement with any employer.

III. ELIGIBILITY

MEMBERS All NEA members, including members of state and local affiliates, and retired life members are automatically covered by the EEL Program. Your state education association may elect to purchase additional coverage for associate state members. Life members of the NEA who are not affiliated with a state and local NEA affiliate are entitled to the basic limit of liability, $250,000, under Coverage A (see below) of the EEL Program.

IV. COVERAGE

ACCIDENT LIABILITY Under the EEL Program, you are entitled to reimbursement for damages, up to a maximum of $250,000 ($500,000 or $750,000 if your state association purchases additional coverage), and legal expenses incurred to defend you, as a result of certain "accidents" which occur in the course of your employment. An "accident" is an act which inflicts damages to someone other than yourself. The phrase "course of employment" means while you are engaged in activity which was undertaken pursuant to the terms of the employment contract or the request or approval of your supervisor. (Coverage A)

EXCLUSIONS You are *not* covered if the suit against you is:

- brought by another employee of an educational unit;
- based upon liability which you have expressly assumed under any contract or agreement;
- seeking solely declaratory, injunctive, and/or similar nonmonetary relief;
- any violation of the criminal law, except civil damages arising out of your use of corporal punishment.

Certain activities are also excluded from coverage under the EEL Program including:

- the rendering of medical services except by licensed school nurses and physical therapists;
- a publication or utterance of defamatory statements;
- ownership, maintenance, operation, use, loading, or unloading of any vehicles *except:*

1) driver training instructors in the course of their work;
2) vocational education instructors engaged in teaching shop; and

Overseas affiliate chalks up gains for teachers

from page 3

"Reading state association newspapers may help correct the overseas teacher's belief that he or she is at the bottom of the barrel, while everything is rosy back home," notes OEA President Jack Rollins.

No lack of issues

What do OEA members see as their biggest issues at present?

• Lack of transfer opportunities. Teachers complain of getting "stuck" in one country much longer than they used to.

• The 75-day limit on leave that each teacher can accumulate—a "cap" imposed on no other federal employees.

• A real decline in living standards because of inflation at home and the drop in the value of the dollar abroad. In most locations it is no longer possible to live comfortably on the local economy on a teacher's salary—even after that salary is boosted by free housing or a housing allowance, plus a "post allowance" wherever the cost of living is substantially higher than in Washington, D.C., plus a "post differential" where hardship living conditions exist.

Resolving these and other teacher issues is the top priority of the OEA, which has grown in the past decade from a largely social organization into an aggressive teacher advocate working to achieve its members' goals through every available channel: negotiating, filing unfair labor practice charges with the Federal Labor Relations Authority, processing grievances, going to court, lobbying Congress, and monitoring and consulting with all federal agencies that affect overseas teachers' lives.

OEA has taken more than 25 cases to binding arbitration in the past four years, winning 17 of them. NEA/OEA-backed lawsuits have been extraordinarily successful. As federal employees, overseas teachers may bargain the terms and conditions of their employment. While they cannot bargain salary itself, they can and do negotiate the procedures used to determine their salaries—for example, number of pay lanes on the schedule.

By law, each year overseas salaries are calculated on the basis of average teacher salaries for comparable experience levels in 203 school systems in stateside urban areas with populations over 100,000. In a landmark 1975 victory, OEA won the largest back pay suit in the history of the federal government, amounting to an average of $4,000 per teacher.

The suit successfully challenged the longstanding custom of paying overseas teachers on the basis of comparable U.S. teacher salaries for the *previous* school year. After a long battle, the courts finally agreed with OEA that *current*-year schedules must be used. Now the averages are computed by NEA Research as the 203 schedules become available each winter, and overseas teachers move onto the resulting new salary schedule as soon as the government approves it, with retroactive pay back to August.

That same complex back pay suit also succeeded in raising from two to ten years the maximum amount of credit overseas teachers could be given for previous teaching experience. Another OEA class-action suit now pending seeks over $7 million in back pay to compensate teachers for the extra days in the overseas school year beyond the average number in the stateside districts on which their salaries are based.

Overcoming hurdles

All in all, the OEA has achieved an impressive "win" record for an NEA affiliate that must deal with such unique logistical hassles as training faculty representatives and delivering member services on three continents . . . relying on the mails as the primary means of communication . . . finding travel funds to bring the board of directors together from around the world . . . and trying to wield legislative clout in Congress without being able to do grassroots political action, because even when they do come home, OEA members are not concentrated in any one state.

At the 1981 NEA Representative Assembly, the OEA will celebrate its silver anniversary as it begins its 26th year of service to overseas teachers. According to OEA President Rollins, "The next few years will be crucial ones for us. With the new Republican Administration in Washington, I anticipate a potential delay in our transfer to the Department of Education and a general cutback in education funding. In dealing with management, teacher unity as evidenced by membership in the OEA will be more important than ever before. As membership grows, OEA effectiveness in dealing with the myriad problems facing overseas teachers will increase."

Adds NEA Vice-President Bernie Freitag, "The next 25 years promise to be even more challenging than the first for the OEA. We wish our unique overseas affiliate continued success during the next quarter century." ☐

First Amendment contest opens

WASHINGTON, D.C.—NEA and 23 other national organizations are cosponsoring a competition to encourage coverage of First Amendment issues in the student media. Entries must address some aspect of freedom of expression.

Student-written news, editorials, or feature articles published or broadcast between August 1, 1980, and February 28, 1981, are eligible. Authors of the two winning entries will be offered a $1,500 scholarship to intern with the Student Press Law Center (SPLC) here for three months.

For details contact SPLC at 917 G Place, N.W., Washington, DC 20001. ☐

1981 tax guide available soon

WASHINGTON, D.C.—The 1981 edition of NEA's popular *Federal Income Tax Guide for Teachers* will be ready for mailing during the first week of January.

To reserve a copy, send your name, address, and $4.25 to NEA Distribution Center, The Academic Building, Saw Mill Road, West Haven, CT 06516. Request stock number 1386-7-OD. Remember, the cost of the guide is tax deductible! ☐

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3) classroom teachers while supervising students entering or exiting a school bus.

• misuse of public and/or private funds;

• sale of food products or other goods manufactured by or under your supervision;

• use of firearms, except when physically restraining a student who is threatening others with firearms.

These are the major exclusions under this Program. Please consult the certificate of insurance for further details.

LEGAL AND DEFENSE FEES You will be reimbursed for the following:

• Up to a maximum of $10,000 per occurrence for attorney's fees and expenses incurred in the defense of any criminal proceeding arising out of your employment except if the proceeding arises out of an action against another employee or educational unit. Unless the proceeding is the result of your use of corporal punishment, you must be exonerated in order to receive reimbursement. (Coverage B-1)

• Up to a maximum of $2,500 per occurrence for attorney's fees and expenses incurred in the defense of any legal proceeding based on an alleged violation of a civil rights statute. (Coverage B-2)

• Up to $1,000 for bail bond premium as the result of an event occurring during your employment. (Coverage C)

ASSAULT—RELATED PERSONAL PROPERTY DAMAGE You will be paid up to $250 for the damage or destruction of your own property or property in your custody if you are assaulted at school or while engaged in an authorized school activity. Such damages must exceed coverage provided by any homeowner's policy, and there will be no coverage for damage or destruction of a vehicle of any kind and for any property owned, leased or rented by an educational unit. (Coverage D)

V. TERMINATION OF COVERAGE

Coverage under the EEL Program will be terminated or reduced under the following circumstances: If you cease to be an NEA member; NEA decides to discontinue the EEL Program as a whole; or, if your state affiliate elects to reduce or eliminate excess or supplementary coverage. Termination will not affect amounts due for claims arising prior to termination.

VI. CONTRIBUTIONS

SOURCE/AMOUNT/MEDIUM NEA and your state association pay the entire cost of the EEL Program. NEA pays the premium on the first $250,000 of liability coverage and your state association pays the premium on excess liability coverage up to $750,000. The amount is determined by the NEA and the insurance company.

This is an unfunded welfare plan. All contributions made by NEA and its state affiliates are applied to pay the premiums on the insurance policy issued by Horace Mann.

PLAN YEAR The Program's fiscal records are maintained on the basis of an accounting year which ends on August 31 of each calendar year.

VII. CLAIMS

INITIAL PROCEDURES If there is a claim for any benefits under the Program, you are to contact your state association's EEL coordinator within a reasonable time period and provide a copy of any and all relevant legal documents and a summary of the incident. The state EEL coordinator will thereupon forward to you the appropriate forms to fill out.

Should you be unable to contact your state association's EEL coordinator, you are to send a copy of all legal documents and the description of the events directly to Horace Mann, Special Risk Unit, 1 Horace Mann Plaza, Springfield, Illinois 62715.

REVIEW OF DENIED CLAIMS If you or any other person making a claim under the Program and NEA or the insurance company do not agree that benefits are payable, or do not agree as to the amount of the benefits payable, you should clearly state your objection(s) in a letter to NEA within sixty (60) days of the event. A grievance panel organized by the NEA Board of Directors will review your complaint. Direct your correspondence to Lynn Ohman, Manager, Teacher Rights, NEA, 1201 Sixteenth Street, N.W., Washington, DC 20036.

VIII. YOUR RIGHTS UNDER ERISA

As a participant in the EEL Program, you are entitled to certain rights and protections under ERISA. ERISA provides that all Program participants have the following rights:

• You have the right to examine, without charge, at the offices of NEA Teacher Rights, 1201 Sixteenth Street, N.W., Washington, DC 20036, all Program documents, including the insurance contract (with riders and amendments) with Horace Mann and the pertinent resolutions adopted by the NEA Board of Directors and Executive Committee for the administration of the Program. You may also examine, without charge, copies of all documents pertaining to the Program filed by NEA with the U.S. Department of Labor, such as detailed annual reports and plan descriptions.

• You have the right to obtain copies of all Program documents and other Program information upon written request to NEA Teacher Rights at the above address. NEA Teacher Rights may make a reasonable charge for the copies.

• You are entitled to summary financial reports for the year ending August 31, 1980, when they become available.

In addition to creating rights for you, ERISA imposes duties on NEA and Horace Mann in its operation of the EEL Program. NEA is a "fiduciary." It has a duty to operate the Program prudently and in your interest. No one can prevent you from obtaining the insurance benefits to which you are properly entitled under the Program or from exercising your rights under ERISA. If your claim for a benefit is denied in whole or in part, you must receive a written explanation from Horace Mann for the denial. You have the right to have Horace Mann review and reconsider your claims. Under ERISA, there are steps you can take to enforce your rights. For instance, if you request Program materials to which you are entitled under ERISA and do not receive them within 30 days, you may file suit in federal court. In such a case, the court may require NEA to provide the materials and pay you up to $100 a day until you receive the materials, unless the materials were not sent because of reasons beyond NEA's control. If you have a claim for benefits which is denied or ignored, in whole or in part, you may file suit in a state or federal court. If it should happen that Program fiduciaries misuse the Program's money, or if you are discriminated against for asserting your rights, you may seek assistance from the U.S. Department of Labor, or file suit in federal court. The court will decide who will pay court costs and legal fees. If you are successful, the court may order the person you have sued to pay these costs and fees. If you lose, the court may order you to pay these costs and fees, for example, if it finds your claim frivolous. If you have any questions about the EEL Program, contact NEA Teacher Rights. If you have any questions about this statement or about your rights under ERISA, contact the nearest Area Office of the U.S. Labor Management Services Administration, Department of Labor.

Planning to run for NEA office?

WASHINGTON, D.C.—April 1 is the deadline for advance filing by candidates for NEA office who wish to have their pictures and statements published in the *NEA Reporter*. Information for candidates, including the official filing form, may be obtained from the NEA Executive Office.

NEA officers to be elected at the 1981 Annual Meeting are president, vice-president, and two members of the Executive Committee. The Annual Meeting is scheduled for July 2-7, 1981, in Minneapolis.

Submission of filing forms does not constitute nomination for office. Nominations will take place on the first day of the Representative Assembly.

Candidates for president, vice-president, or Executive Committee member shall have been Active or Educational Support members of NEA for two years immediately preceding the election. Time spent by an Educational Support member in a membership category that is now encompassed in whole or in part by the Educational Support membership category shall be counted for purposes of the two-year requirement. ☐

Today's Education offers five editions

WASHINGTON, D.C.—Beginning with the April-May 1981 issue, NEA members will receive regularly *one* of the following special editions of the Association's magazine, *Today's Education:* Vocational/Career Education, Mathematics/Science, Social Studies, Elementary, or General.

If you wish to be sent an edition different from the one you currently receive, you can so notify NEA by completing and mailing in the prepaid postcard inserted in your copy of the November-December 1980 magazine. Or you can simply—

- Tape a recent mailing label from *Today's Education* or the *NEA Reporter* onto a sheet of paper or postcard.
- Print the name of the magazine edition you wish to receive underneath.
- Mail the note or card to NEA Membership Records, 1201 Sixteenth Street, N.W., Washington, DC 20036. ☐

Register now for teacher job exchange

WASHINGTON, D.C.—Would you like to exchange jobs next year with a teacher in another part of the country? If so, consider registering with the NEA Teacher Exchange.

Those who register will receive a computer printout this spring with the names and addresses of other interested teachers. There are already more than 1,000 names on the growing list. Although NEA provides the printout, it is up to individual teachers to work out details for their swap with local associations and school officials.

The registration form also includes a section on international exchanges. As either job or summer travel exchanges become available in other countries, teachers who have indicated an international interest will be notified. Last summer a group of 48 NEA members from 24 states spent three weeks in Great Britain; this summer they in turn will be hosts for the English teachers whose homes they shared.

Registration forms are available from NEA Teacher Exchange, Office of International Relations, 1201 Sixteenth Street, N.W., Washington, DC 20036. ☐

Nominees sought for NEA peace award

WASHINGTON, D.C.—NEA's Committee on International Relations is now accepting nominations for the Dorros Peace Trophy, an award presented annually at the NEA Representative Assembly.

Given for the first time in 1976, the award is presented to the local or state education association making the most significant contribution to the goal of global interdependence. It is named for Sidney Dorros, long-time NEA staff member and consultant to the NEA Bicentennial Commission which focused its attention on the "global community" concept.

Previous winners of the award have been NEA state affiliates in Maryland, Michigan, Pennsylvania, Iowa, and Massachusetts.

Eligible associations should not hesitate to nominate themselves. Entry forms, which are due by April 15, 1981, are available from the NEA Office of International Relations, 1201 Sixteenth Street, N.W., Washington, DC 20036. ☐

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NEA's Accidental Death and Dismemberment Program.

Just as you can never outguess the unexpected, nothing can guarantee that an accident won't happen to you or your loved ones. What your Association's Accidental Death & Dismemberment Insurance (AD&D) Program *can* assure is help with the financial consequences should a serious accident occur, anytime, anywhere, to you or an eligible member of your family. And this around-the-clock, around-the-world protection costs less than you might think!

That's right, with your Association's AD&D program, $19 a year provides $130,000 of coverage for losses resulting from certain accidents—$30,000 for *any* covered accident (see benefits chart). Select the entire coverage for yourself or split it between you and your eligible dependents: the contribution remains the same. And, as a unified member, you are eligible for this protection at attractive group rates—and there's no medical examination to enroll! Just look at the chart below to see the outstanding benefits of enrolling in this plan, underwritten by The Prudential Insurance Company of America.

AD&D BENEFITS ARE PAYABLE AS FOLLOWS:

If the AD&D Coverage is for:	Annual Contribution	Accident Occurring While a Passenger on a Public Conveyance	Any Other Accident
Member Only	$19	$130,000*	$30,000*
Member and Eligible Spouse	19	100,000* 30,000	20,000 10,000
Member and Each Eligible Child	19	100,000* 30,000	20,000 10,000
Member, Eligible Spouse and Each Eligible Child	19	100,000* 15,000 15,000	20,000 5,000 5,000

*Benefits marked with asterisk will increase as described under "Increasing benefits . . . an added benefit of unified membership," up to a maximum of $50,000 for each member.

Add $4 for optional disability protection!

If you are under age 60, for just $4 more per year, you can have the additional protection of a Special Disability Benefit along with the basic AD&D coverage. This optional benefit assures you an income of $500 a month if you become totally disabled within 30 days after and as a result of an accidental injury. And it is payable *regardless* of any other coverage you may have.

This special benefit is for members only, and the injury must occur while you are insured for this benefit and before you reach age 60. Benefits begin after the 26th week of total disability and are payable while you remain totally disabled up to ten years or until age 65, whichever comes first.

To be considered "totally disabled," you must, as a result of your disability, be unable to engage in any and every occupation for which you are reasonably fitted by education, training, or experience, and you must not be performing any gainful work. Proof of total disability must be furnished to Prudential as required.

Increasing benefits . . . an added benefit of unified membership.

You are entitled to even greater AD&D benefits for certain accidents when you remain continuously insured as a member under this plan for up to five years. The benefit payable to you for an accident on a public conveyance will increase $10,000 on each anniversary of your effective date of coverage (occurring after October 1, 1975) up to a maximum of $50,000. For example, after five years, a "Member Only" would be insured for $180,000: $130,000 + $50,000!

Important facts about AD&D coverage:

AD&D benefits—In any one covered accident, one-half the full benefit amount is payable for loss of one foot, one hand or sight of one eye. The full benefit is payable if death or more than one such loss results from the same accident. For persons under age 70, AD&D benefits are not covered if sustained more than a year after a covered accident; if age 70 or over, more than 90 days.*

*Time limitations are not applicable in Pennsylvania.

Eligibility—All unified members are eligible. Eligible dependents include: your spouse (unless legally separated); all unmarried children (including legally adopted, foster and step-children) between the ages of two weeks and 21 years or to age 25 if dependent upon you for support. No one is eligible for dependent insurance while in active military service. Dependents coverage may be included when you enroll or at any time thereafter. Once dependents coverage is in effect, newborn children are automatically insured at the age of two weeks. If both you and your spouse are insured as unified members, only one of you may include your children as dependents. Spouse and children who are insured under this program as unified members are not eligible for coverage as dependents.

A dependent's coverage will remain in effect until eligibility requirements are no longer met or until your coverage terminates, whichever comes first. Your coverage will continue, regardless of your employment status, for as long as this program is in effect, if you maintain membership in the unified association and continue to make your annual contribution. In the case of your death, your spouse will have the opportunity to arrange continuance of coverage for your covered dependents at that time until they are no longer eligible.

It's a fact: accidents do happen...

And they *can* involve you or someone you love. So think about the security offered by the full AD&D program with optional disability. Remember:

- No medical examination is required for enrollment.
- There is no age limit for enrollment in AD&D coverage, although the optional Disability Benefit is limited to unified members under age 60.
- Your contribution remains the same no matter how many eligible dependents you include.
- Benefits are paid no matter what other insurance you have.

Take advantage of this outstanding Association benefit. Fill out the enrollment form and mail it to us with your first year's contribution: $19 for the basic AD&D coverage; $23 with optional disability. Your insurance will become effective upon receipt of your initial premium payment and acceptance of your enrollment form by Prudential.

Exclusions:

Optional Disability Benefits are not paid until after the 26th week of total disability. For persons under age 70, accidental death and dismemberment losses are not covered if sustained more than a year after a covered accident; if age 70 or over, more than 90 days.*

The program does not cover losses, or disability where applicable, resulting from: suicide or its attempt; intentionally self-inflicted injury; bodily or mental infirmity or disease; infection; war or any act of war; active duty in the armed forces; riding in races or testing automotive vehicles on a track or speedway; riding in (including boarding or leaving) any land or water conveyance operated by a common carrier or any aircraft if the covered individual is operating or assisting in the operation, is giving or receiving training, or has duties aboard such conveyance or aircraft, or if aircraft, it is being used for test or experimental purposes.

*Time limitations are not applicable in Pennsylvania.

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Principal Office, Newark, New Jersey

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ENROLLMENT FORM

NEA Accidental Death & Dismemberment Program R 12-80
P.O. Box 433, Fort Washington, Pennsylvania 19034

Statements By Member To Be Insured
(Please print all answers)

NAME: ______ Last ______ First ______ Middle Initial

DATE OF BIRTH: ______ Mo. ______ Day ______ Year

RESIDENCE: ______ Street

______ City ______ State ______ Zip Code

BENEFICIARY AND RELATIONSHIP
(example Mary A. Doe, NOT Mrs. John Doe)

______ First ______ Middle Initial ______ Last

______ Relationship

ARE YOU A NEA MEMBER? ☐ Yes ☐ No

INDICATE COVERAGE DESIRED:
- ☐ AD&D PLUS DISABILITY BENEFIT ($23.00) Enrollment for Disability Benefit is limited to members less than age 60
- ☐ AD&D ONLY ($19.00)

INDICATE COVERAGE DESIRED:
(please check one)
- ☐ Member only
- ☐ Member and spouse
- ☐ Member and each eligible child
- ☐ Member, spouse and each eligible child

Disability Benefit does not apply to dependents.

I declare statements and answers contained herein are complete and true and understand that they are the basis for providing group accident coverage under a policy (or policies) issued by The Prudential Insurance Company of America to the NEA Members Insurance Trust. I also declare that I am not already enrolled in the Accidental Death and Dismemberment Program.

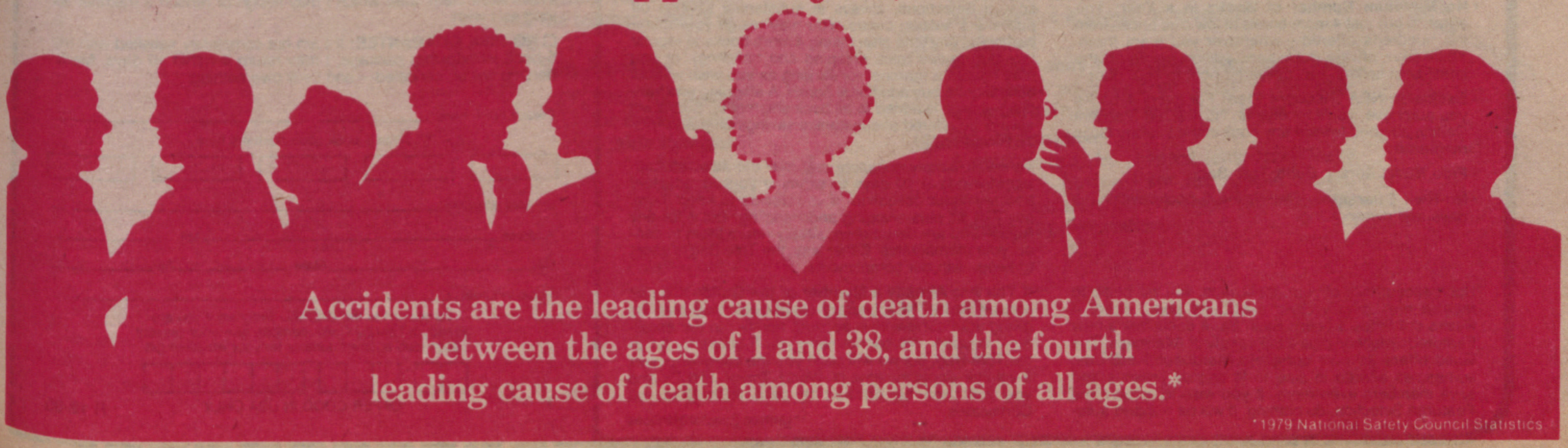
Date Signed ______ 19____

SIGNATURE OF MEMBER ______

Make Check Payable to: NEA AD&D Insurance

FOR INSURANCE OFFICE ONLY
Ident. # Eff. Date Dep. Plan Code GRP 76780-1

If you think a serious accident will never happen to you, consider this:



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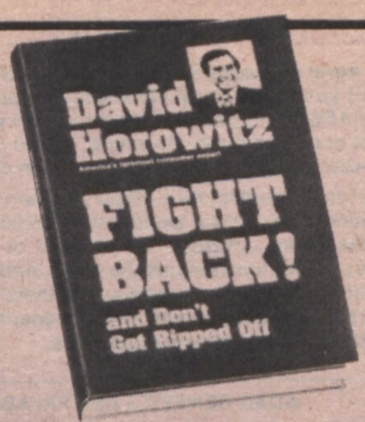

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Upon acceptance of your application, you will begin to receive the Literary Guild magazine about every 4 weeks (14 times a year). Each issue describes a new Featured Selection plus a top variety of Alternates. The Guild offers its own complete, hardbound editions, sometimes altered in size to fit special presses and save members even more. If you wish to receive the Featured Selection, do nothing. It will be shipped automatically. If you prefer an Alternate or no book at all, fill out the convenient form always provided and return it within the time period specified—which allows at least 10 days to study the club magazine. If because of late delivery of your magazine you receive an unwanted book, you may return it at the Guild's expense. In addition, up to 4 times a year you may receive offers of special Selections, always at substantial savings off publishers' edition prices. You may resign your membership at any time after taking 4 more books at regular low club prices (plus shipping and handling), or you may remain a member for as long as you wish without obligation to buy additional books. A shipping and handling charge is added to all book shipments. Books will always be offered at substantial savings off publishers' edition prices.

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